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ABSTRACT

This paper includes a brief statement regarding the progress of Arizona's community colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. The paper contains the following sections. (1) philosophy of Arizona's community college system; (2) mission statement of the State Board; (3) vision statement of the State Board; (4) Arizona community college progress reports, FY 1998-1999, for: the State Board of Directors of Community Colleges of Arizona, Cochise County Community College District, Coconino County Community College District, Graham County Community College District, Maricopa County Community College District, Mohave County Community College District, Navajo County Community College District, Pima County Community College District, Pinal County Community College District, Yavapai County Community College District, and Yuma and La Paz Counties Community College District; (5) Arizona community college student enrollment statistics and trends, FY 1994-1995 to FY 1998-1999, which includes information on annual audited FTSE and fall headcounts, headcount by full- or part-time enrollment, ethnic or race group, gender, age cohort, residency status, college continuation status, and Arizona high school graduation status, and miscellaneous headcount information; (6) Arizona community college financial information: data and trends, FY 1994-1995 to FY 1998-1999; and (7) program of study information: curriculum matrix, skills centers, and tech prep. (VWC)

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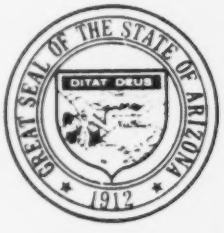
State Board of Directors for Community Colleges of Arizona

Annual Report to the Governor FY 1998-1999



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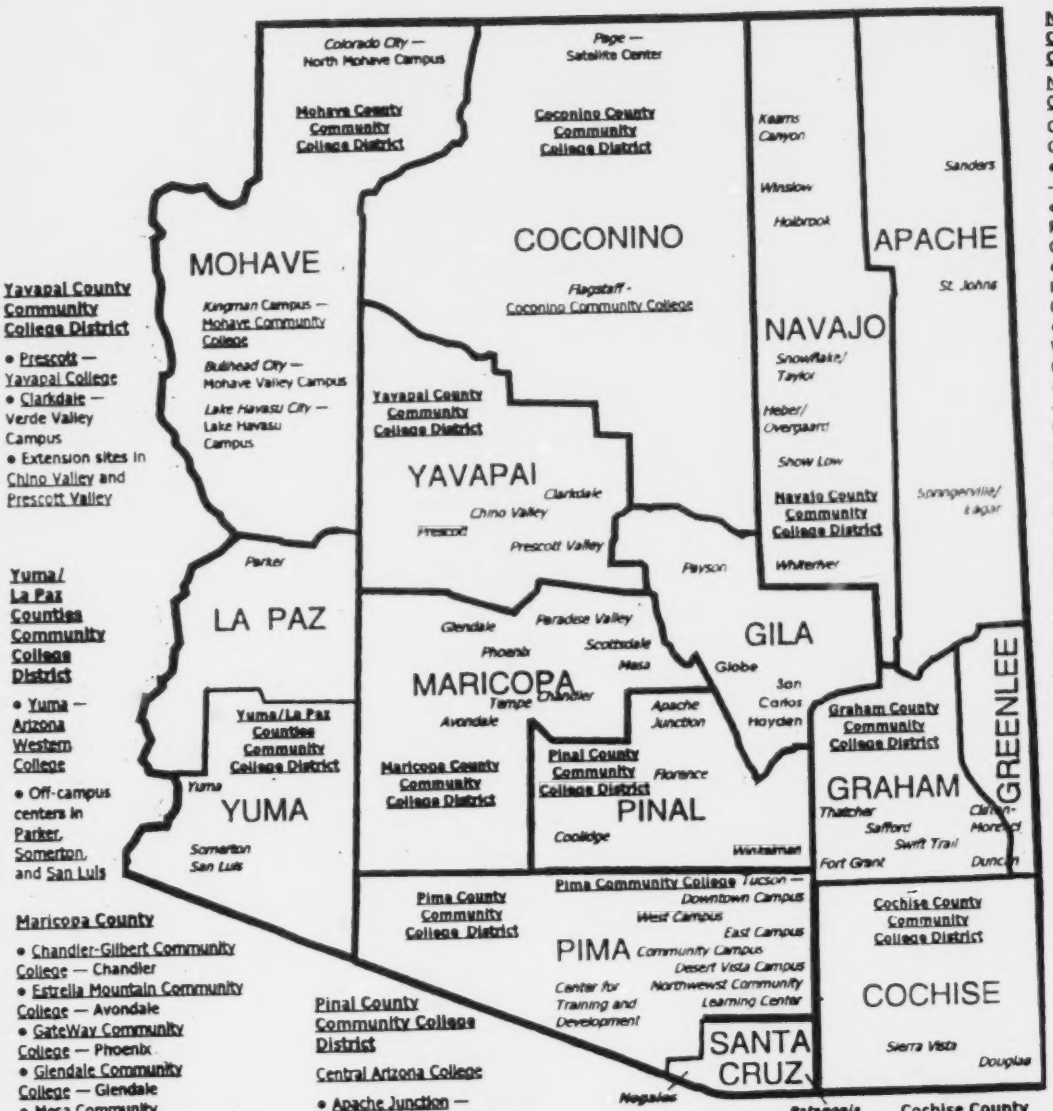

Yavapai County Community College District

- Prescott — Yavapai College
- Clarkdale — Verde Valley Campus
- Extension sites in Chino Valley and Prescott Valley

Yuma/ La Paz Counties Community College District

- Yuma — Arizona Western College
- Off-campus centers in Parker, Somerton, and San Luis

Maricopa County

- Chandler-Gilbert Community College — Chandler
- Estrella Mountain Community College — Avondale
- GateWay Community College — Phoenix
- Glendale Community College — Glendale
- Mesa Community College — Mesa
- Paradise Valley Community College — Phoenix
- Phoenix College — Phoenix
- Rio Salado College — Tempe and other locations
- Scottsdale Community College — Scottsdale
- South Mountain Community College — Phoenix
- Maricopa Skill Center — Phoenix

Pinal County Community College District

Central Arizona College

- Apache Junction — Superstition Mountain Campus
- Additional programs offered in Florence
- Coolidge — Signal Peak Campus
- Winkelman — Aravaipa Campus

- Services in Nogales, Santa Cruz County, provided by Pima County Community College District

- Services in Patagonia, Santa Cruz County, provided by Cochise County Community College District

Cochise County Community College District

- Cochise College — Sierra Vista Campus
- Cochise College — Main Campus, Douglas

Navajo County Community College District

Northland Pioneer College

Campus and Center Locations:

- Heber/Overgaard — Heber Center
- Holbrook — Painted Desert Campus
- Kearns Canyon — Kearns Canyon Center
- Show Low — White Mountain Campus
- Snowflake/Taylor — Silver Creek Campus
- Whiteriver — Whiteriver Center
- Winslow — Little Colorado Campus
- Other programs provided throughout the Navajo, Hopi and White Mountain Apache reservations; Arizona Department of Corrections — Winslow; and Arizona Department of Corrections — Apache County

Graham County Community College District

- Eastern Arizona College Satellite Centers in Gila County — Payson, San Carlos, and Hayden — provided by Eastern Arizona College
- Globe, Gila Pueblo Campus, Eastern Arizona College
- Extension Centers in Greenlee County — Clifton/Morenci and Duncan — provided by Eastern Arizona College
- Eastern Arizona College — Main Campus, Thatcher
- Additional programs offered in Safford, Swift Trail, and Fort Grant

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STATE BOARD OF DIRECTORS FOR
COMMUNITY COLLEGES OF ARIZONA

3225 N. CENTRAL AVENUE , SUITE 1220 PHOENIX, ARIZONA 85012-2411
TEL (602) 255-4037 FAX (602) 279-3464

October 27, 1999

The Honorable Jane Dee Hull
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Hull:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the *Annual Report to the Governor, FY 1998-1999* as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. In addition, please find a copy of the *Statistical Supplement to the Annual Report.*

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

Patrick K. Carlin

Patrick Carlin
Chairman

State Board of Directors for Community Colleges of Arizona
1999 Executive Committee and Executive Director

Patrick K. Carlin, Chair
Mohave County (Term: 1994-2001)

Theodore C. Fichtl, Vice Chair
Cochise County (Term 1995-2002)

Nicholas S. Balich, Secretary
Maricopa County (Term: 1997-2004)

Michael G. Clifton, Treasurer
Coconino County (Term: 1996-2003)

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Yuma County (Term: 1994-2001)

Karen F. Rizk, Member at Large
Yavapai County (Term: 1997-2004)

Donald E. Puyear, Ph.D.
Executive Director

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(Term: 1998-2005)

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Graham County
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Greenlee County
(Term: 1999 - 2006)

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La Paz County
(Term: 1998-2005)

Thava T. Freedman
Navajo County
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Pima County
(Term: 1998-2005)

Alfred R. "Bud" Anderson
Pinal County
(Term: 1999-2006)

Lourdes Moreno-Jeong
Santa Cruz County
(Term: 1993-2000)

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Arizona Board of Regents
Representative

Jennifer Mabry
Superintendent of Public
Instruction Representative

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Gila County
(Term: 1996-1999)

James A. Hartdegen
Pinal County
(Term: 1996-1999)

Ruth Senne
Greenlee County
(Term: 1992-1999)

Chris Herstam
Arizona Board of Regents
Representative

1999 Acknowledgments

Many individuals contributed to the preparation of the *Annual Report.* The following community college representatives are gratefully acknowledged for their assistance in the collection of data used in this report:

Louis Attinasi (Pima Community College)
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Cynthia Deutsch (Cochise College)
Louise Gacioch (Maricopa County Community Colleges)
Steve Gonzalez (Mesa Community College)
Howard Greenlee (Paradise Valley Community College)
Stephen Hill (Coconino Community College)
Margaret Hogan (Maricopa County Community College District)
Tom Hughes (Yavapai College)
Roger L. Johnson (Mohave Community College)
Susan Karasek (Arizona Western College)
Sue Kater (GateWay Community College)
Kelli Kerry Moran (Eastern Arizona College)
Althea C. Long (Scottsdale Community College)
Kate Lynch (South Mountain Commmunity College)
Linda Miller (Rio Salado College)
Krista Neis (Pima Community College)
Alex O'Meara (Cochise College)
Paul E. Phelps (Eastern Arizona College)
Holly Rea (Estrella Mountain Community College)
Everett C. Robinson (Northland Pioneer College)
Raul Sandoval (Phoenix College)
Suzanne Smelzer (Glendale Community College)
Kevin Trutna (Arizona Western College)
Teresa Verbout (Central Arizona College)
John Wilson (Mohave Community College)
Eloise K. Young (Central Arizona College)

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 1999
Pete Gonzalez
Carol Nau
Claudia Schreiner
Carol Thompson

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For more detailed information about enrollment, finances and other data about the Arizona community colleges, please refer to the *Statistical Supplement to the Annual Report to the Governor, FY 1998-1999* also issued by the State Board.

Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that--like the society to which it responds--is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or pre-professional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.

2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.

3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.

4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.

5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.

6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

Mission Statement of the State Board

The mission of the **State Board of Directors for Community Colleges of Arizona** is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on November 21, 1992. Reaffirmed: August 20, 1999.

Vision Statement of the State Board

We, the **State Board of Directors for Community Colleges of Arizona,** are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on June 18, 1994. Reaffirmed: August 20, 1999.

Arizona Community College
Progress Reports
FY 1998-1999

THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

Dr. Donald E. Puyear, Executive Director
3225 North Central Avenue, Suite 1220, Phoenix, Arizona 85012
Telephone: 602.255.4037 Fax: 602.279.3464 Website: http://www.stbd.cc.az.us

Major Accomplishments in 1998-1999

New State Board Members - Alfred "Bud" Anderson from Pinal County, and Dixie Zumwalt from Greenlee County were appointed to the State Board by Governor Jane Dee Hull. Their terms are for the period from January 1999 to January 2006.

Study Sessions - The State Board conducted joint study sessions with the Arizona Association of District Governing Boards and the Arizona Community College Presidents' Council on the following issues:

--critical issues and advocacy training

--role of community colleges in Adult Education

--report on the common indicators for institutional effectiveness

--delivery of community college services to counties without a community college district, to another community college district, to another state or country, and distance learning

The State Board held a study session on **Unmet Needs in Higher Education.** This was a result of the establishment of the Higher Education Study Committee by the legislature. The study session addressed the needs of working adults and their employers and the applicability of community colleges offering selected applied baccalaureate degrees.

Campus Site Visitations and Board Meetings - Conducted a meeting at Coconino Community College and was provided a presentation on the colleges' partnership with Northern Arizona University and the Northern Arizona Public Employees Benefit Trust, industry partnerships for workforce training, and the new college facility in Flagstaff.

Visited and held a meeting at Arizona Western College in Yuma. AWC personnel provided an overview of the college's facilities continuous improvement plan, project categories, curriculum management plan and the college's retention program called STAR (Success Teams Activating Recruitment and Retention).

Held a meeting at Cochise College in Sierra Vista. The college discussed 1999 county and district population and demographics, economic impact studies and forums by the Center for Economic Research. The On-line Campus was discussed—its enrollments, student make up, courses offered, along with assessment and evaluation. The college spoke to the future vision and the challenges to serve a learning community.

A meeting was held at Paradise Valley Community College with presentations on Learning Connections: A Consortium of Educational Institutions Serving the North Valley, distance learning programs, highlights of the Environmental Health and Safety Technology Program, and activities at the Center for International Studies. C. Diane Bishop, from the Arizona Department of Commerce, provided a presentation on Arizona's Workforce Development System Comprehensive Plan and the integration of the Workforce Investment Act of 1998.

Held a meeting at GateWay Community College and received information on the Maricopa Skill Center, and the GateWay Charter High School. In addition, a discussion on the college's industrial and community partnerships, institutional programs, and institutional effectiveness was held.

The State Board met at Mesa Community College where a presentation on the college's Center for Teaching and Learning was provided. A dialogue between the State Board, college districts, and the Arizona Tax Research Association (ATRA) was initiated to discuss ATRA's report on the funding of community college districts from a taxpayer's perspective.

State Board Ad Hoc Committee on Delivery of Community College Services - The State Board established this committee to examine the rules that govern college services provided to another district, services to a county without a community college district, services in another state or country, and distance learning. The Committee filed its report and the State Board is in the process of amending these rules.

State Board Ad Hoc Committee on Strategic Planning - The Committee continued its strategic planning efforts and provided monthly reports on the progress of each of the adopted strategic plan goals.

State Board Ad Hoc Committee on Unorganized Counties - The Committee was charged to study the issue of unorganized counties (counties without organized community college districts) and the services provided by the existing college districts. The recommendation from the committee resulted in the introduction of legislation focused on the provisional community college district concept.

State Board Action/Activities -

Approved the concept for the development of the Benson Learning Center in Cochise County.

Approved the concept for the development of a new education center in Guadalupe, Arizona that will operate under the accreditation and oversight of South Mountain Community College.

Approved the participation of Arizona Community Colleges in the Western Undergraduate Exchange Program (WUE) of the Western Interstate Commission for Higher Education (WICHE).

Approved the concept for the Master Plan of the new Red Mountain Campus of Mesa Community College.

Legislative Activities - The State Board introduced HB 2289 to provide a more comprehensive budget request submission to the budget offices of the Governor and the State Legislature. HB 2436 was introduced to secure statutory authority for the extension of services outside community college district boundaries. HB 2437 contained the concepts of the provisional community college district. All three bills (the language found in HB 2437 was amended to HB 2436) were endorsed by the legislature and signed into law by Governor Jane Dee Hull.

Upcoming Issues for 1999-2000

Support for Transfer/Articulation between community colleges and universities and the Arizona Learning Systems will continue to be State Board priorities.

Community colleges will be active participants in the Governor's Task Force on Higher Education charged to develop a new "blueprint for higher education."

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Equivalent Student		90,633
Annual Unduplicated Headcount		320,697
Fall 1998 Headcount (credit)		162,817
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	36,366	(22.3%)
Part-Time	126,451	(77.7%)
Total	162,817	(100.0%)
By Gender	**Fall 1998**	
Female	91,591	(56.3%)
Male	68,646	(42.2%)
Undeclared	2,580	(1.6%)
Total	162,817	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	1,876	(1.2%)
Black, non-Hispanic	5,750	(3.5%)
American Indian or Alaskan Native	6,346	(3.9%)
Asian or Pacific Islander	4,325	(2.7%)
Hispanic	29,755	(18.3%)
White, non-Hispanic	105,769	(65.0%)
Race/Ethnicity Unknown	8,996	(5.5%)
Total	162,817	(100.0%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	1,937	(24.9%)
Part-Time Instructors	5,838	(75.1%)
Total	7,775	(100.0%)
District Sources of Funds FY 1998-1999		
Fund Balance		$178,342,553
District Tax Levy		$300,640,257
State Aid (incl. Equalization)		$120,495,400
Tuition & Fees		$93,516,106
Grants & Contracts		$5,932,265
Transfers & Other Revenues		$115,067,407
Reserve for Future Acquisitions		($114,424,969)
Total		$699,569,019
District Expenditures FY 1998-1999		
General Fund Expenditures		$448,681,147
Capital Outlay Plant Fund		$205,698,428
Bond & Debt Redemption		$18,536,554
Bond & Debt Interest		$20,929,171
Total		$693,845,300

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT
COCHISE COLLEGE

Dr. Karen Nicodemus, President
4190 West Highway 80, Douglas, Arizona 85607-6190
Telephone: 520.364.0350 Fax: 520.364.0206 Website: http://www.cochise.cc.az.us

Introduction

Cochise College was established in 1961 as the second community college in Arizona. The college, located in a county in the southeast corner of the state, has two main campuses. One is in Douglas the other in Sierra Vista. There is also a learning center in Willcox with another planned for Benson. The college also offers a number of classes on-site, at Fort Huachuca. The college offers associate degree programs, transfer education to state universities, vocational and certificate programs, adult education, on-line classes and a wide variety of special interest classes.

Major Accomplishments in 1998-1999

Helping Create Jobs - The college joined with local and state government agencies and private industry to help create almost 1,000 new jobs in Sierra Vista. As part of this job-creating initiative the college is training employees at Aegis, a $300 million customer service and marketing company. The college is working as a long-term partner to help ensure that Aegis has an educated workforce and the people in the county have increased career opportunities.

Cochise College

Improved Delivery of Education Through Technology - Cochise College added more than 250 Pentium II computers throughout the college. Five of the college's 21 computer labs were upgraded to include Pentium processors. Plans were approved to add voice mail, web and telephone registration and to wire the dormitories for web access.

Finalized Plans To Open a New Center in Benson - A design concept was approved for a new $2 million Benson Center now scheduled to open in fall 2000. The Center will feature a special public meeting room, up to 80 computers linked to the Internet and other innovative design concepts to provide increased educational opportunities for residents of northern Cochise County.

New Programs Added - Cochise College started offering public safety training at the new Southeastern Arizona Law Enforcement Training Academy in Douglas. The college also joined with DRA SoftwareTraining to offer Microsoft certification classes and specialized training in Microsoft software expertise in Sierra Vista. Enrollments in on-line classes grew, as new courses were developed for delivery via the internet.

Successful Student Athletes - Cochise College's men's basketball team finished with their best season ever with a 24-7 record. At the same time they were academically ranked the third best community college basketball team in the United States. Cochise was the only community college in the country to be simultaneously ranked academically and athletically.

Becoming an Economic Resource - The Cochise College Center for Economic Research has become the region's premier economic information resource for business, government

and individuals. The Center conducted forums in Sierra Vista, Benson and Douglas; numerous studies on the economic impacts of Kartchner Caverns; illegal immigration; the new mall in Sierra Vista and hosted the only U.S. congressional debate in Cochise County.

Major Issues and Resolutions in 1998-1999

Implementation of an Aggressive Marketing Initiative - Cochise College established a marketing department and began competing more aggressively in the marketplace by advertising year-round and adhering to more focused marketing and public relations strategies.

Community Outreach - The college connected with new groups of students and potential students. Children came to the college for the first time through successful summer camps focusing on the arts and technology. The college hosted the first-ever, county-wide General Education Development graduation ceremony. The college also sponsored a Creative Writing Celebration, which was attended by more than 100 aspiring writers.

Upcoming Issues for 1999-2000

College Reorganization - In the coming year Cochise College will reorganize to better support a learning community, one that places its highest priority, resources and energy on learning. Proposed changes include the collapsing of academic and student service programs under one vice-president and the creation of a Dean of Career Programs and Technology position. In addition, the four existing dean positions will be revised to include two campus deans in Sierra Vista and Douglas, a Dean for Enrollment Management and Student Services and a Dean for Extended Campus.

Wage and Compensation Review - The college will review its wage and compensation offerings and its classification system in order to attract, retain and motivate the employees with the right skill sets who will drive the institution forward as a learning community.

Community Outreach - The college will continue to seek opportunities and partnerships within the various communities it serves. These partnerships will include the local university, high schools, public and private agencies, with a focus on not only enhanced access for county residents but success in the pursuit of their educational goals.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Equivalent Student	3,572
Annual Unduplicated Headcount	9,736
Fall 1998 Headcount (credit)	4,629

By Full-Time or Part-Time	Fall 1998	
Full-Time	1,340	(28.9%)
Part-Time	3,289	(71.1%)
Total	4,629	(100.0%

By Gender	Fall 1998	
Female	2,666	(57.6%)
Male	1,921	(41.5%)
Undeclared	42	(0.9%)
Total	4,629	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	61	(1.3%)
Black, non-Hispanic	320	(6.9%)
American Indian or Alaskan Native	49	(1.1%)
Asian or Pacific Islander	169	(3.7%)
Hispanic	1,213	(26.2%)
White, non-Hispanic	2,636	(56.9%)
Race/Ethnicity Unknown	181	(3.9%)
Total	4,629	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	96	(24.9%)
Part-Time Instructors	289	(75.1%)
Total	385	(100.0%)

District Sources of Funds FY 1998-1999	
Fund Balance	$5,614,000
District Tax Levy	$7,763,988
State Aid (incl. Equalization)	$7,934,300
Tuition & Fees	$4,800,872
Grants & Contracts	$438,304
Transfers & Other Revenues	$ 3,284,864
Reserve for Future Acquisitions	($1,750,000)
Total	$28,086,328

District Expenditures FY 1998-1999	
General Fund Expenditures	$20,897,023
Capital Outlay Plant Fund	$785,848
Bond & Debt Redemption	$165,000
Bond & Debt Interest	$136,455
Total	$21,984,326

COCONINO COUNTY COMMUNITY COLLEGE DISTRICT
COCONINO COMMUNITY COLLEGE

Dr. Thomas S. Jordan, President
3000 North Fourth Street, P.O. Box 80000, Flagstaff, Arizona 86003-8000
Telephone: 520.527.9766 Fax: 520.522.2235 Website: http://www.coco.cc.az.us

Introduction

Coconino Community College—celebrating eight years--is the newest college in the state. CCC's district is a gateway to the Grand Canyon and Lake Powell recreational areas. CCC serves a culturally diverse population which includes portions of five Native American tribal reservations: Havasupai, Hopi, Hualapai, Kaibab-Paiute, and Navajo. The college has two campuses located in Flagstaff and Page, and offers classes at extension sites in Williams and Grand Canyon Village. CCC served more than 7,000 students county-wide. CCC's mission is to promote student success through comprehensive learning opportunities for its community.

Major Accomplishments in 1998-1999

The district sold $25 million in general obligation bonds to construct a Flagstaff campus, make improvements to the Page campus, and develop district-wide distance learning initiatives. This is the district's first bond issue and the bonds have a 20-year life span with a net interest cost of 4.72%. The low interest rate is due to an extremely favorable bond rating attained from sound financial management practices and a favorable debt position.

CCC contracted with the architectural team of Jones Studio, Inc. and Wyatt/Rhodes, Inc. to provide design services for the construction of the Flagstaff campus--The Learning Center of the Future. The location of the facility, 40 acres of land made available by the Arizona Board of Regents, is the result of a collaborative partnership between CCC and NAU. The college completed the schematic design phase of the facility and is in the process of design development.

Coconino Community College — Page Campus

Over 1,400 new student admissions were processed during fall semester and 1,100 new admissions for spring. CCC saw the first increase in student enrollment (headcount) in the past four semesters and the lowest decrease in FTSE during spring semester. CCC graduated 137 students in May. Financial aid awards totaling $1,221,355 were disbursed to 1,107 students.

CCC offered three-week post-session and pre-session courses and more "weekend college" opportunities. Students can now access CCC's web site for admissions and view current and future course offerings.

Two CCC scholars were named to the All-Arizona Academic Team and received Regent scholarships to Arizona universities. CCC's Phi Theta Kappa chapter increased its membership by 20 percent, inducting 133 students. The chapter also received five regional awards including the Chapter Development Award.

New programs to meet local needs and demands were approved in the following areas: Administration of Justice, Geochemistry, Psychology, Sociology, Construction Technology and Environmental Science. New certificates approved included High Pressure and Tube Welding, Pipe Welding, Structural Welding and Electrical Wiring 1,2,3,4. CCC increased the number of EMS refresher courses and graduated the first Paramedic I and Paramedic II classes.

Degree and certificate modifications were completed for Administration of Justice, Business, Computer Software Technology, Elementary Education, Fine Arts-Visual Arts, General Studies, Vocational Technical education, Hotel Restaurant Management, Architectural, CAD Technology, CAD, and Computer Software Technology. The college completed a

major curriculum revision which incorporated the requirements for the Arizona General Education Core (AGEC), to enable seamless transfer of students to Arizona's state universities.

In spite of limited resources and extensive demand for services, requests for business/industry training were effectively fulfilled. Mathematics and electrical motor control courses were delivered on-site at Ralston Purina Company. CCC's Small Business Development Center significantly expanded services beyond its Flagstaff headquarters including portions of the Navajo Nation. Working within the constraints of the center's travel budget, a "circuit rider" business development specialist assisted entrepreneurs in Tuba City, Red Lake, Page, Williams, Sedona, and Tusayan.

CCC established the Page Higher Education Coordinating Council to facilitate the implementation of various IGA's and to foster higher education in the Page community. The campus is committed to an expanded partnership approach in providing educational services to the Page/Lake Powell community.

The college was awarded the Government Finance Officers Association's (GFOA) Certificate of Achievement for Excellence in Financial Reporting for the district's Comprehensive Annual Financial Report (CAFR) for the year ending June 30, 1998. CCC also received GFOA's Distinguished Budget Presentation Award for the district's fiscal year 1999 budget. Coconino is one of only two districts in Arizona to receive both awards.

CCC initiated a college-wide strategic planning process and developed long-term planning strategies for fiscal and human resources, facilities management, and technological advancement.

Upcoming Issues for 1999-2000

— Continue the design development phase for the Flagstaff campus and begin construction spring of 2000.
— Complete phase two of the Page campus to include expansion of the parking lot, modification of the HVAC systems, and completion of the science room.
— Further improve partnerships and relations with businesses and communities to meet their needs and increase distance learning opportunities in the outlying areas.
— Develop enrollment management strategies and implement public relations/marketing plans.
— Refine the comprehensive institutional effectiveness model which incorporates program review, strategic planning, budgeting, and the North Central Association Self-Study, and have in place by December 1999.
— Continue to prepare for North Central Association's accreditation visit during the 2000-01 academic year.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Equivalent Student		1,492
Annual Unduplicated Headcount		4,648
Fall 1998 Headcount (credit)		3,273
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	452	(13.8%)
Part-Time	2,821	(86.2%)
Total	3,273	(100.0%
By Gender	**Fall 1998**	
Female	1,912	(58.4%)
Male	1,353	(41.3%)
Undeclared	8	(0.2%)
Total	3,273	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	41	(1.3%)
American Indian or Alaskan Native	490	(15.0%)
Asian or Pacific Islander	46	(1.4%)
Hispanic	289	(8.8%)
White, non-Hispanic	2,386	(72.9%)
Race/Ethnicity Unknown	21	(0.6%)
Total	3,273	(100.0%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	22	(14.1%)
Part-Time Instructors	134	(85.9%)
Total	156	(100.0%)
District Sources of Funds FY 1998-1999		
Fund Balance		$319,391
District Tax Levy		$3,499,824
State Aid		$3,464,300
Tuition & Fees		$1,509,883
Grants & Contracts		$0
Transfers & Other Revenues		$599,356
Reserve for Future Acquisitions		($319,391)
Total		$9,073,363
District Expenditures FY 1998-1999		
General Fund Expenditures		$6,890,109
Capital Outlay Plant Fund		$1,172,544
Bond & Debt Redemption		$315,000
Bond & Debt Interest		$37,526
Total		$8,415,179

GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT
EASTERN ARIZONA COLLEGE

Mr. Gherald L. Hoopes, Jr., President
3714 West Church Street, Thatcher, Arizona 85552
Telephone: 520.428.8231 Fax: 520.428.8462 Website: http://www.eac.cc.az.us

Introduction

Eastern Arizona College, founded in 1888, serves the 87,000 residents of three eastern Arizona counties—Graham, Greenlee and Gila. In addition to the main campus in Thatcher and a campus in Globe, the college delivers educational programs at 17 other primary locations.

During the 1998-1999 school year EAC enrolled 3,711 students in Graham County; 2,488 students in Gila County; 399 students in Greenlee County; and 553 students in prison programs, for a total of 7,151 students district-wide. EAC's students range in age from 7 to 94 with an average student age of 36. EAC's 1998-99 operational cost per Full-Time Student Equivalent (FTSE) was $5,507.

Major Accomplishments in 1998-1999

— EAC's Graham County 10% gain in FTSE—1,918—once again allowed the college to post its highest-ever enrollment. This record enrollment marked the ninth year out of the past 11 years that EAC has attained record enrollment.
— A new degree program at Eastern—the Associate in General Studies—was approved by the District Governing Board to assist students who wish to transfer to out-of-state institutions upon graduation as well as those whose educational objectives are not met by the new statewide degree pathways.
— Ground was broken in December 1998 for the new EAC-Payson Campus.
— The EAC-NAU Partnership was expanded to include Bachelor's Degree Programs in Nursing and Theatre and Master's Degree Programs in Bilingual/Multi-Cultural Education, Counseling and Human Relations, and Early Childhood Development.
— EAC graduated its third Associate Degree nursing class.
— Eastern successfully offered its first Microsoft Certification classes on the Thatcher campus.
— The college's Early Childhood Development program increased services to outlying areas, particularly to the San Carlos Apache Reservation.
— Eastern's Drafting program was completely redesigned to reflect technological changes in the industry. A name change—Computer-Aided Design Drafting—was added to reflect the new technology and curriculum.
— As a part of its partnership with Safford High School, EAC provided Drafting training for the third consecutive year for SHS students on EAC's Thatcher campus. As a part of its expanded partnership the college also provided a new Honors Program in English and math taught on the SHS campus.
— EAC continued its partnership with Morenci High School by offering Honors Program classes in English, math and Spanish.
— EAC's Drama Department was recognized as one of the best in the West when it successfully competed in the Arizona College Theatre Festival and was invited to present its production of "Trojan Women" at the Western Regional competition in Arcata, California.
— For the third consecutive year the college's popular barbershop quartet competed, and finished 12th in the International Collegiate Barbershop Quartet competition held this year in Anaheim, California.
— EAC Residence Life information was added to EAC's web site including such items as considerations students need to make when choosing between on-campus or commuter living, descriptions of EAC's on-campus housing options and meal plans, off-campus housing information, what to pack for residential living, and the housing application/license agreement. Potential residential students may print the housing application for mail submission or may submit it electronically.
— Eastern established on-line admission, registration, course drop/add, scholarship application, and other student services functions on the college web site.
— EAC implemented major computer operating system and hardware updates to solve potential Year 2000 incompatibilities.

Eastern Arizona College — Alumni Library

— EAC-Thatcher's South Campus computer network wiring was updated to twisted pair from coaxial cable and the obsolete hub in that location was replaced with a year-2000 compatible one.
— Eastern increased its number of concurrent high school enrollment classes in Gila County.
— EAC-Gila Pueblo Campus' art studio was renovated, including having the kilns moved out of the classroom into a new, adjoining building.
— EAC-San Carlos Satellite Center's educational focus was changed from Building Trades to Business and Office Services.

Major Issues & Resolutions in 1998-1999

— The college enhanced its foreign language instruction program on the Thatcher Campus by adding a full-time French language instructor.
— Eastern partnered with Northern Arizona University to offer a Bachelors of Business Administration Degree at EAC's Thatcher Campus.
— EAC completed implementing its new college logo on all its official visual representations.
— The college implemented additional changes necessary for hardware, third party software and operating systems resulting in complete Year-2000 compatibility district-wide.

Upcoming Issues for 1999-2000

— EAC will seek to maintain a stable funding base, including equalization.
— The EAC-Payson Campus will be completed in September 1999. Classes at the new campus will begin in January 2000.
— Eastern will undertake the master planning of acreage between the North and South Campus in response to a District Governing Board approved plan to develop new facilities on the property.
— EAC will expand its partnership with area schools by introducing an Honors Program in English, math, science, and woodworking at Thatcher High School.
— EAC will increase its Nursing class size from 15 to 20 during 1999-2000.
— The college will strengthen its Allied Health programs and increase offerings through the hiring of a new full-time emergency medical services instructor.
— EAC will provide facilities for the Safford High School Academy, a new college prep program. Academy students will be taking college classes on the Thatcher campus as well as on the SHS campus.
— EAC will be phasing in computerized placement testing using ACT Compass software at all of its educational sites during the 1999-2000 school year.
— EAC will move additional student services functions to the college's web site.
— The college will continue to move all of its courses and curricula to "performance-based" standards.
— Renovation of classrooms at EAC-Gila Pueblo Campus and EAC-San Carlos Satellite Center will continue.
— Eastern plans to implement "degree audit capabilities" using software that is fully compatible with the Arizona Course Applicability System.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Equivalent Student		2,889
Annual Unduplicated Headcount		7,151
Fall 1998 Headcount (credit)		5,852
By Full-Time or Part-Time	Fall 1998	
Full-Time	1,675	(28.6%)
Part-Time	4,177	(71.4%)
Total	5,852	(100.0%)
By Gender	Fall 1998	
Female	3,324	(56.8%)
Male	2,528	(43.2%)
Undeclared	0	(0.0%)
Total	5,852	(100.0%)
By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	15	(0.3%)
Black, non-Hispanic	106	(1.8%)
American Indian or Alaskan Native	459	(7.8%)
Asian or Pacific Islander	50	(0.9%)
Hispanic	1,027	(17.5%)
White, non-Hispanic	4,098	(70.0%)
Race/Ethnicity Unknown	97	(1.7%)
Total	5,852	(100.0%)
Instructional Staff	Fall 1998	
Full-Time Instructors	72	(25.4%)
Part-Time Instructors	212	(74.6%)
Total	284	(100.0%)
District Sources of Funds FY 1998-1999		
Fund Balance		$16,092,348
District Tax Levy		$1,426,970
State Aid (incl. Equalization)		$12,607,600
Tuition & Fees		$2,505,586
Grants & Contracts		$2,359,803
Transfers & Other Revenues		($413,333)
Reserve for Future Acquisitions		($12,972,447)
Total		$21,606,527
District Expenditures FY 1998-1999		
General Fund Expenditures		$13,529,417
Capital Outlay Plant Fund		$3,271,648
Bond & Debt Redemption		$0
Bond & Debt Interest		$0
Total		$16,801,065

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MARICOPA COMMUNITY COLLEGES

Dr. Raúl Cárdenas, Chancellor
District Office: 2411 West 14th Street, Tempe, Arizona 85281-6942
Telephone: 480.731.8503 Fax: 480.731.8506 Website: http://www.maricopa.edu

Introduction

Comprehensive, affordable, accessible, and with an emphasis on future jobs and transfer of credits for students, the Maricopa Community Colleges are a national model in higher education. Composed of 10 nationally accredited colleges, two skill centers and numerous education sites, the Maricopa Community College District (MCCD) is among the nation's largest multi-college community college systems. More than 230,000 individuals year-round enroll in credit and non-credit, special interest courses. Also, MCCD is the largest provider of postsecondary education in Arizona. Indeed, the system plays such a profound role in the community that more than 62 percent of juniors and seniors at Arizona State University have taken course work at a Maricopa Community College. Of this figure, 67 percent have 24 or more credits from one of these colleges.

MCCD offers more than 7,300 credit courses in academic and occupational areas. About 85 percent of the students are employed, half of them full-time. Students range from age 13 to 90, with the average age being 30. About 6,000 students are over age 50. The diversity of the student population is a strength and calls to mind the egalitarian roots of community colleges in America.

Meanwhile, students may earn certification in a broad array of occupational courses in fields such as welding, air conditioning repair, health care, automotive repair, and microchip processing. Extensive partnerships with business and industry add impact and opportunities for thousands of students. Also, modern technology in the classroom and convenient distance learning formats add to students' marketable skills. In all, MCCD trains people to earn a living. For many, it is the first opportunity for success.

District Office Building

This multi-faceted district serves many who need a helping hand. From tutoring centers at each college to classes in English as a Second Language; from GED training to re-entry classes for displaced workers and those re-careering or leaving welfare, this system strives to serve all. "While not everyone is ready for college or a career, most can be prepared," is a motto of this district.

MCCD is proud of its strong liberal arts programs as well. The philosophy is that in every class is a potential author, doctor, painter, physicist or teacher -- people who will transfer to four-year institutions to continue their academic journey. Also, this district is pleased to have top-notch full-time residential and part-time faculty who specialize in their fields of interest and endeavor.

The MCCD vision tells the overall story of this district: "The Maricopa Community Colleges strive to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement, and the efficient use of resources. We are a learning organization guided by our shared values."

Challenges, Opportunities for The Maricopa Community Colleges

This fast-growing district strives to keep pace with the ever-expanding population of Maricopa County, which is now at 2.9 million residents. The county

includes metropolitan Phoenix, recently recognized as the nation's fastest growing city.

MCCD has undertaken an ambitious building expansion program. In addition to increased space for students, new and renovated buildings, labs, classrooms and high-tech centers are designed and equipped to ensure success for all. Expanded and new technology continue to improve.

The five-member, elected governing board of MCCD has spent considerable time evaluating and refining its goals for the District. Operating under a model of governance that is designed to foster trustee accountability, the board has adopted priority goals for its constituents (citizens, students, public and private sectors, universities, elementary and secondary schools). These goals reflect the District's mission: "to create and continuously improve affordable, accessible, effective and safe learning environments for the lifelong educational needs of the diverse communities we serve." This is accomplished through university transfer education, general education, developmental education, workforce development, student developmental services, continuing education, and community education.

The board's goals are monitored in order to gauge the institution's performance in meeting the needs of its constituents and to identify strategies to improve performance. For the upcoming academic year, the governing board has directed staff to examine areas of academic advising and transfer of credits to universities in order to continue to improve these vital areas.

The governing board continues to host Strategic Conversations with students, community members and employees. These open forums bring to light important issues within the district and also highlight excellent practices that may be modeled. In 1998-99, one gathering identified issues facing MCCD in the next 10 years and another discussed traits and characteristics required of a new chancellor. Attendance was strong and excellent input was used to design a job description for a new chancellor.

To that end, the governing board, after careful consideration, decided to appoint an interim chancellor to replace Chancellor Paul A. Elsner, who had served for 22 years. Dr. Raúl Cárdenas, president of Paradise Valley Community College, was selected to serve for one year (until July 1, 2000). During the 1999-2000 academic year, the governing board will work toward selecting a permanent chancellor.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Equivalent Student		51,870
Annual Unduplicated Headcount		183,244
Fall 1998 Headcount (credit)		96,574
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	21,149	(21.9%)
Part-Time	75,425	(78.1%)
Total	96,574	(100.0%)
By Gender	**Fall 1998**	
Female	52,831	(54.7%)
Male	41,247	(42.7%)
Undeclared	2,496	(2.6%)
Total	96,574	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	1,131	(1.2%)
Black, non-Hispanic	3,943	(4.1%)
American Indian or Alaskan Native	2,697	(2.8%)
Asian or Pacific Islander	3,066	(3.2%)
Hispanic	14,850	(15.4%)
White, non-Hispanic	63,791	(66.1%)
Race/Ethnicity Unknown	7,096	(7.3%)
Total	96,574	(100.0%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	1,093	(27.7%)
Part-Time Instructors	2,859	(72.3%)
Total	3,952	(100.0%)
District Sources of Funds FY 1998-1999		
Fund Balance		$99,324,683
District Tax Levy		$185,401,530
State Aid		$48,863,100
Tuition & Fees		$51,622,230
Grants & Contracts		$0
Transfers & Other Revenues		$89,223,130
Reserve for Future Acquisitions		($87,398,740)
Total		$387,035,933
District Expenditures FY 1998-1999		
General Fund Expenditures		$250,135,117
Capital Outlay Plant Fund		$164,509,938
Bond & Debt Redemption		$11,565,760
Bond & Debt Interest		$13,629,776
Total		$439,840,591

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
CHANDLER-GILBERT COMMUNITY COLLEGE
Ms. Arnette Ward, President
2626 East Pecos Road, Chandler, Arizona 85225-2499
Telephone: 480.732.7000 Fax: 480.732.7090 Website: http://www.cgc.maricopa.edu

Introduction

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District, was created in 1985 to serve the educational needs of the rapidly-growing population in the southeast valley of the Phoenix Metropolitan area. CGCC has a Pecos Campus, as well as two extension sites, the Williams Campus and the Sun Lakes Education Center.

Major Accomplishments in 1998-1999

A library, a classroom building and faculty offices added more than 120,000 square feet to the Pecos Campus. Groundbreaking was held in August 1997 and the buildings opened in January 1999. This expansion was funded by the 1994 capital bond election. The new facilities led to significant increases in enrollment; 14% for the fiscal year, and 18% during the spring semester. The annual spring San Tan Arts Festival was part of the grand opening festivities for the new buildings. More than 1,000 people attended this nine-day event.

Chandler-Gilbert Community College — New Library

At the Williams campus, CGCC offers Aircraft Maintenance, Flight Training, Semiconductor Manufacturing, and general education programs to support ASU East. The Virtual Reality Competency Center opened in July 1998; it is developing educational software applications and training to support the Aviation and Semiconductor programs.

The Sun Lakes Education Center (SLEC) serves Sun Lakes and the surrounding residential areas. CGCC has a partnership with Chandler Regional Hospital to provide health and educational services tailored to the needs of the retirement community.

Michael Rogers, student body president for 1998-99, was named to the 1999 All-USA Academic First Team. The Academic Team competition, sponsored by Phi Theta Kappa International Honor Society, *USA Today*, and the American Association of Community Colleges, honors top students from community colleges. He was the only student in Arizona named to this team.

Major Issues and Resolutions in 1998-1999

The Network Training Institute (NTI), which provides certification training for Microsoft, Novell, Oracle, and CISCO, increased its enrollment from 19 students to nearly 1,000 students.

The Arizona General Education Certificate (AGEC) was implemented for university transfer students.

CGCC established a new partnership in flight training with Oxford Air Training School. Oxford, located in the United Kingdom, trains pilots for British Airways.

New athletic programs in women's softball, men's and women's soccer, and men's and women's basketball were established.

Beginning in Fall 1999, CGCC will offer the common pre-admission courses that students will need to enter any of the specific Allied Health and nursing programs offered within the Maricopa Community Colleges.

Upcoming Issues for 1999-2000

CGCC's service area encompasses the fastest growing area in the valley, with both Chandler and Gilbert ranked among the fastest growing cities in the nation. Population growth, freeway construction, the diversification of business and industry, and the emergence of the area around the former Williams AFB (the Williams Campus) as a commercial hub will form the basis for future planning. CGCC will plan for its first Student Center and a Performing Arts Center next year. Both buildings are part of the capital development plan funded by the 1994 bond. The college will examine new occupational programs to support the growth and development of business and industry in the southeast valley.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Student Equivalent		2,172
Annual Unduplicated Headcount		7,975
Fall 1998 Headcount (credit)		4,604
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	1,023	(22.2%)
Part-Time	3,581	(77.8%)
Total	4,604	(100.5%)
By Gender	**Fall 1998**	
Female	2,362	(51.3%)
Male	2,084	(45.3%)
Undeclared	158	(3.4%)
Total	4,604	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	69	(1.5%)
Black, non-Hispanic	109	(2.4%)
American Indian or Alaskan Native	90	(2.0%)
Asian or Pacific Islander	140	(3.0%)
Hispanic	721	(15.7%)
White, non-Hispanic	3,227	(70.1%)
Race/Ethnicity Unknown	248	(5.4%)
Total	4,604	(100%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	59	(27.6%)
Part-Time Instructors	155	(72.4%)
Total	214	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
ESTRELLA MOUNTAIN COMMUNITY COLLEGE

Dr. Homero Lopez, President
3000 North Dysart Road, Avondale, Arizona 85323-1000
Telephone: 623.935.8015 Fax: 623.935.8008 Website: http://www.emc.maricopa.edu

Introduction

Estrella Mountain Community College, a member of the Maricopa Community College District, is a progressive academic institution that serves the rapidly growing population of western Maricopa County, a service area with a current population of approximately 157,000 residents and an anticipated population of nearly 500,000 by the year 2020. Estrella Mountain's service area is comprised of Avondale, Buckeye, El Mirage, Goodyear, Litchfield Park, Surprise and Tolleson, as well as a portion of West Phoenix. Established in 1990, Estrella Mountain serves a fall 1998 enrollment of more than 4,000 students.

Major Accomplishments in 1998-1999

Estrella Mountain has recently completed the first portion of its Phase II construction, additions that were made possible through the passage of the 1994 Maricopa Community Colleges bond initiative. The construction includes the expansion of Montezuma Hall, EMCC's primary instructional facility, which allows the college to provide increased educational opportunities for its rapidly growing student population. The expansion houses an innovative Center for Teaching and Learning, a new math and writing center, additional classrooms and science laboratories, as well as increased faculty office space. Phase II also includes the relocation of the Fitness Center, allowing for locker and shower facilities; the expansion of the Physical Plant; additions of public art; and other campus improvements.

Estrella Mountain Community College

Estrella Mountain is continuing to develop industry certification programs in the areas of networking and hospitality. Two networking programs, the EMCC Regional Cisco Networking Academy and MCSE (Microsoft Certified Systems Engineer) training, prepare students for industry certification examinations and can lead to EMCC certificates and degrees. Also, the college offers courses for American Hotel and Motel Association certification programs in both the rooms management and food and beverage areas. Certificates and degrees are also available through EMCC in hospitality/hotel management.

Technology and access to information continues to be a major emphasis at Estrella Mountain. The Information Commons, which is linked to all facilities on campus, integrates instructional support, library services and information access. During the 1998-99 academic year, improvements in information technology included installations of an asynchronous transfer mode fiber connection to the district office, a Novell network and a new phone system.

At Estrella Mountain Community College, a commitment has been made to teach students vital abilities through their coursework. In the areas of General Education/Transfer, Developmental Education and Work Force Development, student attainment of college-wide abilities of critical thinking and communication and academic program competencies were assessed during the 1998-99 academic year under the NCA approved guidelines of The

Student Academic Achievement Plan. Results revealed that continued emphasis be placed on the teaching and learning of critical thinking and communication throughout the curriculum, that current assessment instruments continue to be utilized and that more students be encouraged to participate in the assessment efforts.

The Genesis West program is a partnership with Agua Fria, Buckeye, Dysart and Tolleson high school districts that offers students an alternative to traditional high school. Genesis West students complete their high school diplomas and earn college credit simultaneously. The program was founded in the fall of 1994 with 19 students. During the 1998-99 academic year, 90 students, seeking a new start toward academic success, were enrolled in the program.

Estrella Mountain's dual enrollment program, offered in conjunction with 15 local high schools, attracted more than 1,400 students in the fall of 1998 and more than 600 students in the spring of 1999. The program offers students an opportunity to enroll in college classes and at the same time earn high school credit.

A new program that encourages high school and community college students to pursue teaching careers, was launched during the 1998-99 academic year. Inspire.teach, a partnership program with Agua Fria and Tolleson high school districts and Arizona State University West's College of Education, creates a well-defined pathway for students who are interested in teaching.

Estrella Mountain participates in The America Reads Challenge. Approximately 30 federal work-study students tutored 680 elementary students during the 1998-99 academic year at five elementary school districts and two social service agencies in the college's service area. These students each tutored 150 hours during a 30-week period. Also this year, EMCC developed a partnership with Arizona State University West to provide a transition for EMCC tutors to carry their skills to the university level, as well as to train first time ASU West tutors.

Upcoming Issues for 1999-2000

— Planning for the second portion of the college's Phase II expansion begins during this academic year. The project is scheduled for completion in 2001 and construction will occur immediately west of Komatke Hall. It will house administrative offices, a bookstore and a cafeteria.

— Because 61 percent of the student population at Estrella Mountain requires some form of financial aid, the college has made a serious fundraising commitment. Over the next three years, Estrella Mountain will raise $250,000 for an endowed scholarship fund, creating scholarships for students across the West Valley. The EMCC endowment will be managed by the Maricopa Community College Foundation and is part of the "Investing in Arizona" campaign.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	1,641
Annual Unduplicated Headcount	6,838
Fall 1998 Headcount (credit)	4,222

By Full-Time or Part-Time	Fall 1998	
Full-Time	620	(14.7%)
Part-Time	3,602	(85.3%)
Total	4,222	(100.0%)

By Gender	Fall 1998	
Female	2,574	(61.0%)
Male	1,597	(37.8%)
Undeclared	51	(1.2%)
Total	4,222	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	9	(0.2%)
Black, non-Hispanic	222	(5.3%)
American Indian or Alaskan Native	73	(1.7%)
Asian or Pacific Islander	118	(2.8%)
Hispanic	1,320	(31.3%)
White, non-Hispanic	2,252	(53.3%)
Race/Ethnicity Unknown	228	(5.4%)
Total	4,222	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	29	(27.9%)
Part-Time Instructors	75	(72.1%)
Total	104	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GATEWAY COMMUNITY COLLEGE
Dr. Phil Randolph, President
108 North 40th Street, Phoenix, Arizona 85034-1795
Telephone: 602.392.5180 Fax: 602.392.5329 Website: http://www.gwc.maricopa.edu

Introduction

GateWay Community College is a comprehensive community college with an emphasis on both academic and occupational programs. Established in 1968, GateWay offers career-oriented and university transfer courses and programs that not only address the needs of the students, but the demands of surrounding business communities.

The mission of the college is to provide effective, accessible, and responsive educational services in a multicultural environment that results in student success and customer satisfaction.

Major Accomplishments in 1998-1999

— GateWay Community College awarded 178 associate degrees and 546 occupational certificates; enrolled 14,821 individuals; and generated 2,598 yearly average FTSE. GateWay Community High School awarded 150 diplomas.

— A new degree program was added - Water and Industrial Wastewater Treatment Technology.

GateWay Community College

— The new Center for Health Careers Education was completed. The facility is a 76,000 sq. ft. mirror image of a fully functioning hospital, complete with a cadaver lab, operating room, ICU, classrooms, and labs.

— The new West Valley Maricopa Skill Center was completed.

— Grant funding – GateWay was awarded two large educational grants:

— A FIPSE grant to design a problem-based learning model for a technical two-year degree which integrates general studies and technical competencies in a completely problem-based learning program was awarded. The award totals $230,000 over three years.

— An Upward Bound grant to serve at-risk, low-income students at Camelback and North High Schools was also received. Students will participate in after school programs, cultural and civic activities, and summer enrichment programs at Gateway designed to help them complete high school and matriculate to college. The award totals $800,000 over four years.

— GateWay completed design of the International Students Program and the program will become active in the fall semester.

— GateWay actively participated in international exchanges. The college hosted visiting administrators and faculty from Saudia Arabia, the Netherlands, and China, while GateWay faculty and administrators shared experiences in Mexico, China, and the Netherlands.

— Continued record numbers of students and faculty participated in service learning. Over 350 students participated in service learning activities with 24 different community agencies.

— GateWay began offering courses in preparation for A+ certification courses and has applied to become a Microsoft Authorized Academic Testing Center.

— Two students were selected for the 1999 All-Arizona Academic Team.

— Dual credits were awarded to 2,112 high school students in business, computing, automotive, applied sciences, electronics, allied health, and nursing assistant courses.

Major Issues and Resolutions for 1998-1999

— GateWay acquired 11 acres of land adjacent to the existing campus to accommodate future expansion and immediate parking needs.

— The plan to assess general education at the institutional level was piloted and plans for expanding implementation were put in place.

— A strategic planning initiative yielded a new set of strategic goals and short-term and long-term planning strategies designed to move the college into the millenium.

— Enrollment management resulted in a new student orientation program and more focused recruitment of recent high school graduates.

— The college made plans to increase the number of transfer courses to meet the needs of the full-time transfer students.

— A Customized and Responsive Training (CaRT) program was developed and implemented to increase the awareness of GateWay's business oriented training options to the surrounding business community.

— GCC successfully implementated the new Health Care Education Reform Curriculum, including new health care core modules to meet the needs of the health care community.

— A Technology Plan was developed as part of strategic planning.

Upcoming Issues for 1999-2000

— Successful peer review and reaccreditation by NCA in February, 2000

— Development of plan to expand distance learning opportunities for students

— Development of plans for a new Faculty/ Administrative Wing, continued remodeling of the existing instructional building

— Startup of the Upward Bound program.

— Master planning of the adjacent 11 acres

— Development of a comprehensive enrollment management plan

— Strengthening of relationships with high schools and agencies in an effort to be responsive to the educational needs of the community

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	3,432
Annual Unduplicated Headcount	14,860
Fall 1998 Headcount (credit)	7,276

By Full-Time or Part-Time	Fall 1998	
Full-Time	482	(6.6%)
Part-Time	6,794	(93.4%)
Total	7,276	(100.0%)

By Gender	Fall 1998	
Female	3,226	(44.3%)
Male	3,914	(53.8%)
Undeclared	136	(1.9%)
Total	7,276	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	29	(0.4%)
Black, non-Hispanic	413	(5.7%)
American Indian or Alaskan Native	366	(5.0%)
Asian or Pacific Islander	213	(2.9%)
Hispanic	1,374	(18.9%)
White, non-Hispanic	4,474	(61.5%)
Race/Ethnicity Unknown	407	(5.6%)
Total	7,276	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	68	(23.1%)
Part-Time Instructors	227	(76.9%)
Total	295	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GLENDALE COMMUNITY COLLEGE
Dr. Tessa Martinez Pollack, President
6000 West Olive Avenue, Glendale, Arizona 85302-3090
Telephone: 623.845.3010 Fax: 623.845.3329 Website: http://www.gc.maricopa.edu

Introduction

The mission of Glendale Community College (GCC) is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.

GCC serves 30,000 students each year in Maricopa County on campus and via off campus learning centers. GCC is a comprehensive two-year college with a proud liberal arts tradition, and nationally recognized technology programs.

Major Accomplishments, Issues, Resolutions in 1998-1999

The Intergenerational Program received the Governor's Award For Excellence as an outstanding Senior Community Service Employment Program.

Glendale Community College Campus

Administration, faculty, staff, and students developed closer ties with area State legislators through meetings on campus, at capitol offices, and during commencement activities.

The cast members of "Fences," directed by Don Horton, were invited to perform at the American College Regional Theatre Festival. The department was also selected first alternate for the National American College Theatre Festival held at the Kennedy Center.

The GCC Forensics Team placed first at the national Forensics Association Tournament. The Glendale team, coached by Kirt Shineman, was not only the top-rated community college but also beat teams from such eminent universities as Brown, Cornell, and Dartmouth.

Classes at GCC's Northwest Education Center, a joint venture with the Deer Valley Unified School District #97 and ASU West, are scheduled to begin Spring 2000. The 75-acre campus will be located at 59th Avenue and Happy Valley Road. The Center will offer university transfer courses, job related programs, and workplace upgrade opportunities.

Work has begun on the construction of a new Physical Sciences building and remodeling of the existing Sciences building for mathematics classrooms and the "Math Solution" tutoring complex.

The renovation of the 33 year-old library began in June. The building will be vacated during the construction period. The project is expected to cost about $3 million. The library will reopen in Fall, 2000 with upgraded technology to better serve today's student. During remodeling, library services will be available in the High Tech Centers and the Glendale Public Library.

A GCC Steering Team has been organized to begin working this fall on conducting the North Central Association's Self Study. The evaluation visit is scheduled for Spring 2000.

The "Gaucho Gazette," an internal newsletter, is distributed periodically during the academic year to promote communication among employees.

Two Associate Deans of Instruction were hired to provide additional support to instruction, student services, community outreach, and innovation.

Two GCC students were selected from among community college students across the State to the All-Arizona Academic Team.

Priorities for 1999-2000

Groundbreaking ceremonies for the Northwest Education Center will be planned for September 1999 with an open house scheduled for March 2000. Classes will begin February 2000.

The North Central Association Self-Study will be implemented. Final preparations and arrangements for the North Central Accreditation visit will be made.

The College Curriculum Committee continues to work on revising the curriculum as well as developing new courses and programs to meet the changing demographic needs of the Northwest Valley.

GCC will offer new transfer and occupational courses, including Microsoft, CISCO and Oracle training certificate programs.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Student Equivalent	9,072	
Annual Unduplicated Headcount	30,975	
Fall 1998 Headcount (credit)	18,088	
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	4,783	(26.4%)
Part-Time	13,305	(73.6%)
Total	18,088	(100.0%)
By Gender	**Fall 1998**	
Female	10,081	(55.7%)
Male	7,739	(42.8%)
Undeclared	268	(1.5%)
Total	18,088	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	216	(1.2%)
Black, non-Hispanic	731	(4.0%)
American Indian or Alaskan Native	316	(1.7%)
Asian or Pacific Islander	705	(3.9%)
Hispanic	2,761	(15.3%)
White, non-Hispanic	12,591	(69.6%)
Race/Ethnicity Unknown	768	(4.2%)
Total	18,088	(100.0%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	226	(31.7%)
Part-Time Instructors	486	(68.3%)
Total	712	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MESA COMMUNITY COLLEGE
Dr. Larry Christiansen, President
1833 West Southern Avenue, Mesa, Arizona 85202-4866
Telephone: 480.461.7000 Fax: 480.461.7804 Website: http://www.mc.maricopa.edu

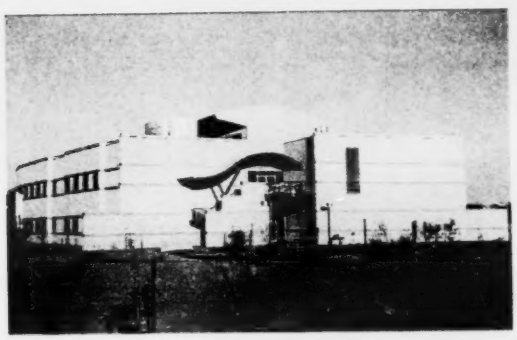
Introduction

Mesa Community College (MCC), with an enrollment in the Fall of 1998 of more than 22,000 students, is the largest of the Maricopa colleges. MCC's mission is to provide opportunities for lifelong learning to its diverse student population; to promote excellence in teaching, learning and service; and to encourage collaboration among its students, staff, faculty and community.

Major Accomplishments in 1998-1999

MCC Downtown Center/Country Club and Brown, its sixth physical location, opened for class in December. A partnership with Mesa Public Schools (MPS) led to the site's location on the third floor of the MPS Student Services Building. The site serves as an additional point of access for the community to enroll in general education classes.

The Alumni Office established new chapters bringing the total count of active alumni organizations to seven. These include: Associated Students of MCC, Black Student Union/African American Unity Coalition, Children's Center, Child Development, Firefighters, Mortuary Science and Sun Valley Chorale. The alumni chapters have developed two annual scholarships for students.



Mesa Community College

The second comprehensive campus, MCC at Red Mountain, continues to grow and serve the educational access needs of its multi-generational community in East Mesa. Over 1,500 students enrolled in general education classes, senior programs, ESL and GED programs in the Spring.

A milestone was achieved as the employee development campaign raised $100,000 to meet the challenge of an anonymous donor who will make a matching donation of $100,000. The total contribution to student scholarships by employees since 1994 exceeds $325,000.

The Center for Public Policy and Service (CPPS) continues to incorporate community service into the curriculum. This year 199 students provided 21,250 hours of community service and earned 425 college credit hours. CPPS also developed the CONNECTOR Program, a partnership with the Mesa Fire Department which allows student volunteers to respond to non-emergency, non-medical situations.

Students and faculty were enriched by international educational exchanges with institutions in China, Italy and the Netherlands. MCC representatives traveled to these foreign institutions of higher education to learn and teach. Meanwhile, representatives from those countries visited MCC to partake of similar endeavors.

Major Issues and Resolutions in 1998-1999

After a two-year pilot phase, the Student Outcomes Assessment Program was fully

implemented during a college-wide Assessment Week in April 1999. A sample of two groups of students (those who completed 0 to 9 hours and those who completed more than 30 hours of general education) was randomly assigned to five different measures to assess their knowledge and skills in a general education area. Assessment results will be used by faculty to draw conclusions about student learning in general education and to make recommendations for any needed changes.

The State Board of Directors for Community Colleges of Arizona approved the MCC at Red Mountain master plan in February. The Maricopa Community College District Governing Board approved the master plan in January. The project's architects have completed the schematic design and the planning team is moving forward with the development of the final design and construction documents for Phase I of the new campus.

The college's Nursing faculty, working in a three-year collaboration with the District office and members of the health care industry, created an up-to-date nursing program. The new nursing curriculum provides nurses with the knowledge and skills necessary for today's highly sophisticated and rapidly changing health care environment.

Distance Learning initiatives continue to create excitement and growth at the college. This learning opportunity occurs via the Internet, through the Mesa Independent Learning Option courses and Video Conference Network classes. Distance Learning provides a point of access to higher education opportunities where the student need not be physically present at a campus or site.

Upcoming Issues for 1999-2000

In the fall of 1999 the college celebrates the exciting debut of its new 92,000 square foot Library/High Technology Complex and 34,000 square foot Life Science building. These facilities incorporate the latest technologies for teaching and learning. In addition, the buildings provide students with greater access to research and learning tools.

MCC at Red Mountain anticipates breaking ground for the construction of Phase I in February 2000. The target date for completion of the estimated 85,000 square feet of new classrooms, administrative space and library is August 2001.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	12,358
Annual Unduplicated Headcount	38,589
Fall 1998 Headcount (credit)	22,865

By Full-Time or Part-Time	Fall 1998	
Full-Time	6,477	(28.3%)
Part-Time	16,388	(71.7%)
Total	22,865	(100.0%)

By Gender	Fall 1998	
Female	11,939	(52.2%)
Male	10,689	(46.7%)
Undeclared	237	(1.0%)
Total	22,865	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	434	(1.9%)
Black, non-Hispanic	682	(3.0%)
American Indian or Alaskan Native	648	(2.8%)
Asian or Pacific Islander	879	(3.8%)
Hispanic	2,887	(12.6%)
White, non-Hispanic	16,009	(70.0%)
Race/Ethnicity Unknown	1,326	(5.8%)
Total	22,865	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	259	(27.4%)
Part-Time Instructors	685	(72.6%)
Total	944	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
PARADISE VALLEY COMMUNITY COLLEGE
Dr. Gina Kranitz, Interim President
18401 North 32nd Street, Phoenix, Arizona 85032-1200
Telephone: 602.787.6627 Fax: 602.787.6625 Website: http://www.pvc.maricopa.edu

Introduction

Founded in 1985, Paradise Valley Community College is in its second decade of service to the communities of north Phoenix, Scottsdale, Cave Creek and Carefree. The mission of PVCC is to provide livelong learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses and the community.

Major Accomplishments in 1998-1999

A public grand opening celebration in April marked the completion of new construction and remodeling projects that included a 74,000 square-foot multi-purpose "M" classroom building that more than doubled the previous number of classrooms; a new 150-seat "studio theatre" that will enhance the theater program at the college; a Microcomputer Commons that houses some 400 IBM-clone and Macintosh computers and 11 classroom labs; and remodeled and expanded science labs. The remodeled Student Services Center won a design award from the Phoenix Chapter of the American Institute of Architects.

PVCC's new Student Life Center won a design award from the Arizona Chapter of the American Institute of Architects.

PVCC was selected to provide training for environmental technicians in Tobasco, Mexico, as part of an International Workforce Development Partnership. The partnership was funded by a grant from the American Association of Community Colleges.

Two students from PVCC were selected to the All-Arizona First Team in the All-USA Academic Team competition.

PVCC honored the late Luis Donaldo Colosio Murrieta in a special Cinco de Mayo ceremony that was attended by U.S. and Mexican officials. The event featured the unveiling of a bronze bust of the Mexican visionary, which will remain on display at the college.

PVCC's Women's Cross Country Team won its second consecutive NJCAA

championship. The Pumas Track Team brought home the men's and women's NJCAA pole vault titles.

For the fifth consecutive semester, PVCC math and science students won the Ambassador's Cup, an oral presentation competition in the Maricopa Community Colleges sponsored by Motorola.

Three exchange students from Canada attended PVCC during the spring 1999 semester as part of the college's Trilateral Studies Grant from the U.S. Department of Education.

Major Issues and Resolutions in 1998-1999

PVCC's new academic partnership, Microsoft Authorized Academic Training Program, enables students to gain specialized skills in Microsoft Networking Technology.

To meet the demands of increasing enrollment, the college will offer for 1999-2000 a new degree program in Microsoft Networking Technology and the following certificate (occupational) programs: Microsoft NT Product Specialist, Microsoft Networking Technology, Microsoft Systems Engineer, and Web Developer.

Upcoming Issues for 1999-2000

PVCC will embark on a new Internet-based Spanish-English business program in fall 1999, with a target audience of Spanish-speakers who want to improve their skills for potential employment in the U.S.

PVCC will launch a new certificate program in Teaching Healing Meditation and Stress Management for the spring 2000 semester.

PVCC will expand its intercollegiate sports program to include men's soccer (fall 1999) and women's soccer (fall 2000). A new soccer facility will open for the 1999 season.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Student Equivalent		2,819
Annual Unduplicated Headcount		10,355
Fall 1998 Headcount (credit)		6,300
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	1,346	(21.4%)
Part-Time	4,954	(78.6%)
Total	6,300	(100.0%)
By Gender	**Fall 1998**	
Female	3,863	(61.3%)
Male	2,327	(36.9%)
Undeclared	110	(1.7%)
Total	6,300	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	37	(0.6%)
Black, non-Hispanic	84	(1.3%)
American Indian or Alaskan Native	76	(1.2%)
Asian or Pacific Islander	171	(2.7%)
Hispanic	426	(6.8%)
White, non-Hispanic	5,084	(80.7%)
Race/Ethnicity Unknown	422	(6.7%)
Total	6,300	(100.0%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	72	(27.7%)
Part-Time Instructors	188	(72.3%)
Total	260	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

PHOENIX COLLEGE

Dr. Marie Pepicello, President
1202 West Thomas Road, Phoenix, Arizona 85013-4234
Telephone: 602.285.7433 Fax: 602.285.7599 Website: http://www.pc.maricopa.edu

Major Accomplishments for 1998-1999

— After conducting a national search, Dr. Bill Coppola was selected as Senior Associate Dean of Instruction.

— Phoenix College is the first college in the state to continue offering bilingual Spanish computer courses for college credit. Courses are offered in an Open Entry-Open Exit format at the City Colleges Center.

— Phoenix College continues to co-sponsor with Mesa Community College a summer school session in Guanajuato, Mexico which still grows and flourishes.

— Customized Training Institute, the new name for Phoenix College's Business and Industry department offered several industry specific Spanish classes, i.e. Dental, Medical, Construction; travel classes in conjunction with American Express, and oversees a Fitness program for Holsum bakeries.

— The Summer Youth Institute, in partnership with the YWCA youth program, hosted a summer camp where over 300 youths participated in activities related to math and health professions. Enrolled youth could also participate in a Nike basketball camp being held at the college.

— The Tribal Court Advocacy Program offered a class at Dine' College on the Navajo Indian Reservation.

— The Dean of Instruction's office along with faculty, presented seminars and workshop on Student Academic Achievement (Assessment) for faculty. The Assessment Committee also approved a revision of the assessment plan with a new timeline that was approved by NCA May, 99.

Phoenix College

— The "Virtual School" or Pueblo continues with Osborn School and senior citizens.

— The college saw the successful move into the new Family Care Center along with the incorporation of a Head Start Program.

— Campus Ocotillo, Instructional Technology, has been involved in setting parameters for the open computer lab, electronic classrooms in addition to continuing discussions on the impact of technology on instruction and education.

— Phoenix College is successfully continuing the City Colleges Center, a collaboration of four Maricopa Community Colleges, which is located in downtown Phoenix. The purpose of the Center is to provide enrollment services, offer classes on site, facilitate collaborations with community-based organizations and surrounding neighborhoods, as well as provide training for business and industry.

— 334 curriculum proposals were drafted and approved by the MCCD Governing Board.

— The new Faculty Evaluation Plan was fully implemented for provisional and appointive faculty.

— Overall grade point average for all athletes was 2.8 higher than the general student population.

— Phoenix College and Phoenix College MEChA successfully hosted the National MEChA Conference. Attendees came from colleges and universities across the U.S.

— Customer Service Representative successfully coordinated a financial aid outreach program for Native American high school seniors.

— Phoenix College successfully hosted a campus-wide orientation for 600 new and continuing students.

— Over 300 at-risk students are attending Phoenix College through a special program called Project Success which assists students through careful selection of classes, ongoing counseling and an early alert system to identify problems before they interfere with academic success. The program began fall 1998 and has a retention rate of 80%.

— Phoenix College experienced a 9% increase in enrollment from feeder high schools.

— Phoenix College installed a new telephone and network infrastructure for the campus and remote sites.

— Two major grants from the U.S. Department of Education were successfully renewed and funded.

— The Tutor Training Program was re-certified by a nationally recognized association (CRLA).

— International Student Center hosted the ESL Community Breakfast and held an orientation for prospective students from various local refugee centers.

— Phoenix College completed first year of the pilot project with Customer Service Representative and positively increased enrollment of student applicants. The college was able to design a tracking system, allowing the ability to report on measured tangent and quantifiable results.

— The goal to implement the Advisory Committee's recommendation to increase the credit hours a student may register by telephone to 18 credit hours, has been accomplished.

— $10,000 was awarded to 24 Phoenix College Re-Entry Women for Spring, 1999 through the Phoenix Women's Commission International Women's Day Scholarship.

— The college also underwent physical plant renovation and new construction; data/voice infrastructure, e.g. fiber optic cabling to new telephones and desktop computers; Y2K readiness; and grounds improvement program.

— Human Resource System - PC Employee Services will continue its effort to migrate to the new PeopleSoft HRS.

Major Issues and Resolutions for 1998-1999

— In conjunction with health faculty from other campuses and assisted by the Health Care Reform Committee, the college assisted in the development of Health Care Core courses.

— Phoenix College modified one semester Health Care Programs by incorporating core courses into the program for implementation this fall.

— Phoenix College is the first college in the state to offer bilingual Spanish computer courses for college credit. Courses are offered at the City Colleges Center and at Phoenix College.

Issues for 1999-2000

— Continue program reviews and incorporate the data into the Student Academic Achievement Assessment review.

— Begin the move of the Student Academic Achievement Assessment process to the next phase which is incorporating results into the campus plan and budget plan.

— Continue the writing and implementation of the campus wide Technology Plan.

— Begin the process to identify methods of assessment for future on-line certificates and degrees.

— Relocating departments dislocated from their permanent locations due to construction and remodeling made possible with the passage of the 1994 bond.

— Continue adopted forums to assist in the recognition, formalization and focusing of issues which impact on college planning.

— To develop an intrusive advisement model that will support and enhance student success

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	5,826
Annual Unduplicated Headcount	20,660
Fall 1998 Headcount (credit)	11,478

By Full-Time or Part-Time	Fall 1998	
Full-Time	2,581	(22.5%)
Part-Time	8,897	(77.5%)
Total	11,478	(100.0%)

By Gender	Fall 1998	
Female	6,584	(57.4%)
Male	4,258	(37.1%)
Undeclared	636	(5.5%)
Total	11,478	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	114	(1.0%)
Black, non-Hispanic	768	(6.7%)
American Indian or Alaskan Native	447	(3.9%)
Asian or Pacific Islander	359	(3.1%)
Hispanic	2,759	(24.0%)
White, non-Hispanic	5,460	(47.6%)
Race/Ethnicity Unknown	1,571	(13.7%)
Total	11,478	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	171	(31.4%)
Part-Time Instructors	373	(68.6%)
Total	544	(100.0%)

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MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
RIO SALADO COLLEGE

Dr. Linda Thor, President
2323 West 14th Street, Tempe, Arizona 85281-6950
Telephone: 480.517.8000 Fax: 480.517.8149 Website: http://www.rio.maricopa.edu

Introduction

Rio Salado College serves working adults who want or need an alternative to a traditional college environment. The college specializes in customized, unique programs and partnerships, accelerated formats and distance delivery. The mission statement reads, "In all that we do, we pursue continuous improvement and innovation, and we challenge the limits of tradition."

Founded in 1978 as a college without a campus, Rio's philosophy is "Learning any time, any place." This approach has served Rio well. Rio is the third largest of the 10 Maricopa Community Colleges. In 1998-99, FTSE (Full-Time Student Equivalent) growth increased more than 26% to 8,290.33, due in part to the expansion of the Adult Basic Education program. Unduplicated enrollment for the 1998-99 academic year increased 5½%, reaching 31,072 credit students. An additional 23,088 non-credit students participated in Adult Basic Education programs.

Approximately 70% of the student population works full-time. Rio assesses and meets their unique educational needs by offering them classes via advanced technology and through a variety of convenient delivery formats and flexible schedules.

Rio Salado Community College Student

Major Accomplishments in 1998-1999

During the 1998-99 academic year, Rio Salado College:

— Conducted a year-long 20th anniversary celebration with the theme "20 Years of Innovation: People, Programs, Progress."

— Exhibited record growth in distance learning, with more than 18,000 duplicated enrollments.

— Conducted commencement ceremonies for the first class from the Rio Salado College School of Dental Hygiene, with 100% of the class passing the national board exams. After just 15 months of operation, the school now ranks among the top 20 dental hygiene schools in the U.S.

— Accepted an invitation from Vice President Al Gore to send President Linda Thor to Washington, D.C. to present details of the college's Dental Hygiene program to the vice president, members of the presidential cabinet, and 350 attendees from business and education during the "21st Century Skills for 21st Century Jobs Summit," which was satellite-broadcast nationally.

— Received additional national recognition for the School of Dental Hygiene when it was named one of 23 Best Practices in the country by the U.S. Department of Education, the U.S. Department of Commerce, the U.S. Department of Labor, the Small Business Administration, and the National Institute for Literacy.

— Received extensive coverage by several national media, including the Public Broadcasting System (PBS); *University Business Magazine*; and *Community College Week.*

— Along with the Maricopa Skill Center, shared the Innovation of the Year Award, presented by the League for Innovation in the Community College, for its role as a provider of ESOL (English for Speakers of Other Languages) classes in the Refugee Assistance Program.

— Received numerous additional awards, including "Best Institutional Program" for the distance learning program, presented by the Far West Region of CASE (the Council for the Advancement and Support of Education); two first-place national

Telly Awards for video production; nine regional Medallion awards from the National Council for Marketing and Public Relations; "Best Educational Web Site" from the North American Web Association.

— Received recognition for additional members of the Rio family, including three national awards for Sun Sounds Radio Reading Service; and 11 awards from the Arizona Associated Press for news and features produced by KJZZ-FM.

— Received national and international recognition for its Alpha Theta Omicron Chapter of Phi Theta Kappa International Honor Society, including an international Distinguished Chapter Award and the international Paragon Award for Outstanding Advisor.

— Expanded its distance learning program, with 150 Internet courses and a total of 286 courses.

— Continued with community partnerships to grow occupational certificate programs such as Law Enforcement Technology, Corrections Technology, and Detention Services Technology, with nearly 2,000 personnel completing the LET-related programs. The U.S. Department of Education now ranks Rio among the top three colleges in the nation in number of certificates awarded annually.

— Conducted extensive diversity-related activities, including monthly brown-bag lunches on various topics; curriculum enhancement to include diversity activities; and the development of a diversity questionnaire for students.

Major Issues and Resolutions in 1998-1999

— Launched a college-wide commitment to Customer Astonishment principles through in-depth training for all staff and full-time faculty, followed by the identification of departmental "Points of Pride."

— Neared completion of the master plan for complete redesign and development of the Rio Tempe building.

— More than doubled FTSE enrollment for ABE/GED students, with 1,095.07 FTSE recorded in '98-99, due to a merger with Phoenix Union High School District program.

— Using state aid, initiated a program to transition ABE/GED graduates who are at-risk to college programs or employment training.

Upcoming Issues for 1999-2000

During the 1999-2000 academic year, Rio Salado College will:

— Implement the redesign of the Rio Tempe building and the configuration of systems furniture to create a state-of-the-art learning environment that supports the vision and mission of the college.

— Continue to implement its Institutional Effectiveness Assessment Plan that includes the assessment of student achievement, in preparation for the next NCA accreditation visit in 2001-2002.

— Review support needs for distance learning and develop or purchase software and related equipment to maintain an integrated system.

— Develop and implement a process for creating and delivering individualized pathways for learning.

— Create a Student Recruitment and Retention Center and Team in order to increase student degree and certificate completions.

— Maximize its ability to envision the future course of various technologies.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	8,291
Annual Unduplicated Headcount	31,072
Fall 1998 Headcount (credit)	9,547

By Full-Time or Part-Time	Fall 1998	
Full-Time	654	(6.9%)
Part-Time	8,803	(93.1%)
Total	9,457	(100.0%)

By Gender	Fall 1998	
Female	5,507	(58.2%)
Male	3,333	(35.2%)
Undeclared	617	(6.5%)
Total	9,457	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	30	(0.3%)
Black, non-Hispanic	344	(3.6%)
American Indian or Alaskan Native	121	(1.3%)
Asian or Pacific Islander	290	(3.1%)
Hispanic	835	(8.8%)
White, non-Hispanic	6,483	(68.6%)
Race/Ethnicity Unknown	1,354	(14.3%)
Total	9,457	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	17	(5.4%)
Part-Time Instructors	296	(94.6%)
Total	313	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SCOTTSDALE COMMUNITY COLLEGE

Dr. Arthur DeCabooter, President
9000 East Chaparral Road, Scottsdale, Arizona 85256-2699
Telephone: 480.423.6000 Fax: 480.423.6200 Website: http://www.sc.maricopa.edu

Introduction

Scottsdale Community College (SCC) is located on land leased from the Salt River Pima-Maricopa Indian Community. The college's mission is to create accessible, effective and affordable teaching and learning environments for the people of the communities so that they may grow personally and become productive citizens in a changing multicultural world.

Major Accomplishments in 1998-1999

The Applied Sciences (AP) and the Language and Communication buildings were occupied and began offering classes for the Spring 1999 semester. The AP facility centralizes students and faculty who have been housed in portable wood construction temporary facilities for over 20 years. It provides much needed space for other occupational programs located across campus. This new facility is also the site for the Culinary Arts Program which serves lunch and dinner to the public from the new Artichoke Grill.

The new SCC Airpark Campus opened for the Spring semester. Due to the success of the first semester, the new campus has partnered with Arizona State University for the upcoming Fall semester. ASU West will conduct their MBA program at the Airpark and ASU's Main Campus will conduct some of its extended education classes there as well. In addition, ASU West is also partnering in a "high-tech" room at the Airpark Campus. This room, which is being jointly funded by SCC and ASU, will have upscale furniture, lap top capability for 32 students, executive chairs, blackout curtains, and ceiling projection. This classroom will be utilized by both institutions.

Scottsdale Community College

The college broke ground and started construction for the Computer Technology and Mathematics building. To date the building is approximately 30% completed and is anticipated to be ready for turnover by mid March or early April 2000.

Construction of SCC's new multi-dimensional Fitness and Wellness Center is in full swing with an anticipated opening date of Summer 2000. In keeping with its focus on a holistic approach to health and wellness this high-tech center features several classrooms, health & fitness resource room, areas for socialization and community building, an indoor running track, specialized areas for dance, aerobics, weights and machine-assisted workouts.

SCC held a day and a half Enrollment Management Summit that was attended by college personnel. The purpose of the summit was to inform and educate personnel regarding an institutional process that extends beyond the recruitment and admissions functions. SCC is working to incorporate enrollment management to locate, attract and retain students that the institution wishes to save.

Key SCC personnel came together throughout the year to revise the college's strategic plan. This planning document will be updated annually to ensure the institution's overall long-term effectiveness.

The Ocotillo Technology Plan and Institutional Outcomes Assessment were focal points for the past academic year. Both plans will be continuously updated for Instruction and Student Services.

The SCC Nursing Program was revamped this past year. The program provides multiple exit points for employment that begins with Nurse Assisting and continues to the Practical Nurse certificate and registered Nurse degree program.

The SCC Summer Music Camp again had record enrollment this year. The camp enrolled 628 campers and has experienced constant growth every year since it started in 1982. The camp consists of three string orchestras and six concert bands instructed by a staff of 55 teachers and counselors.

SCC's growing reputation as a focal point for higher education in the Arts is expanding beyond the state as a result of the SCC based Maricopa Institute for Arts &

Entertainment Technology (MIAET), and SCC's Fine Arts Division performances. The division presented the multi-media performance of "Maya Deren" at the League of Innovation's annual conference in New Orleans and performed the classic "Carmina Burana" at the Durango "Music in the Mountains" festival.

Twenty area high school students attended the SCC Fast Track College Preparatory program early this summer. The purpose of the program was to work with inner city students to facilitate their readiness for college with a strong focus on science and math.

SCC installed TV monitors around the campus as part of the College Television Network (CTN); a broadcast system for college campuses around the country. The network airs news and videos, but its main purpose is to broadcast campus information and events.

President Decabooter was inducted as a member of Scottsdale's History Hall of Fame. He was also recognized as "Citizen of the Year" by the 3,700 members of the Scottsdale Association of Realtors.

In recognition of National Math Awareness Week, SCC sponsored its Third Annual Math/Science Field Day. Six high schools participated in the event bringing a total of 75 students to compete in a math exam or a team science contest.

Students, staff, and faculty from SCC spent several hours at the Southwest Regional Center of the Salvation Army. As part of the "Into the Streets" volunteer initiative, they focused their efforts on the Child Care Center through reading and playing with the children and serving them lunch. They also cleaned various rooms in the Center, and brought with them toys they had collected from the college.

SCC, in cooperation with the Knights of Columbus, provided Thanksgiving Dinner to shut-ins and the homeless at the college. SCC personnel prepared and served the meals.

Some Notable Student Successes

The SCC's men's golf team finished another great season by capturing their invitational tournament. The team is now ranked number one in the latest junior college golf poll.

SCC Culinary Arts students took the top three places at the VICA cooking competition.

Interior Design students won awards this year winning 10 of the 11 possible awards given during the competition.

There were several student successes from the Fine Arts Division. A painting student was the recipient of an annual $8000 scholarship to the prestigious Chicago Institute for the Arts. A number of Motion Picture/TV students have been admitted to some of the top tier film and screenwriting programs in the country. Those schools include New York University, Brooks Film School, and UCLA.

The SCC Phi Theta Kappa Honor Society chapter was recognized with two Hallmark awards and several scholarship and Fellowship awards. SCC's PTK Chapter was also recognized as the number #2 chapter in the country.

Major Issues and Resolutions

Remodeling of the Student Center and Library and subsequent relocation of personnel to other buildings will occur throughout the upcoming academic year.

Freeway construction north of the college on Pima and the Loop 101 will continue.

The recent change in district-wide conversion technology (SIS, HRS, EM), will require additional training and adjustments for employees.

Upcoming Issues for 1999-2000

New leadership will be selected for the position of Chancellor and two of the four Vice Chancellors.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	4,819
Annual Unduplicated Headcount	16,817
Fall 1998 Headcount (credit)	9,658

By Full-Time or Part-Time	Fall 1998	
Full-Time	2,441	(25.3%)
Part-Time	7,217	(74.7%)
Total	9,658	(100.0%)

By Gender	Fall 1998	
Female	5,205	(53.9%)
Male	4,276	(44.3%)
Undeclared	177	(1.8%)
Total	9,658	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	156	(1.6%)
Black, non-Hispanic	174	(1.8%)
American Indian or Alaskan Native	467	(4.8%)
Asian or Pacific Islander	148	(1.5%)
Hispanic	608	(6.3%)
White, non-Hispanic	7,520	(77.9%)
Race/Ethnicity Unknown	585	(6.1%)
Total	9,658	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	143	(37.1%)
Part-Time Instructors	295	(67.4%)
Total	438	(100.0%)

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MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SOUTH MOUNTAIN COMMUNITY COLLEGE
Dr. John Cordova, President
7050 South 24th Street, Phoenix, Arizona 85040-5806
Telephone: 602.243.8035 Fax: 602.243.8108 Website: http://www.smc.maricopa.edu

Introduction

Founded in 1979, South Mountain Community College (SMCC) is an integral part of a culturally diverse community surrounding the Salt River Mountains and South Mountain Park. The communities of South Phoenix, Ahwatukee Foothills, Tempe, Guadalupe, and Laveen are served by the main campus on South 24th Street, near Baseline Road, and at satellite classroom sites in the town of Guadalupe, at Horizon Community Learning Center in Ahwatukee Foothills, and at Mountain Pointe and Desert Vista high schools in the Tempe High School District. The 104-acre campus is located in an area that is a mix of rural, urban, and suburban neighborhoods. SMCC is the only designated MI (Minority Institution) and one of three HSIs (Hispanic-Serving Institution) in Arizona.

College Mission Statement

The mission of South Mountain Community College is to provide quality educational opportunities for the growth and development of its diversified population. It responds to the changing needs of its community through transfer, occupational, developmental, and general studies programs and support services. The college provides the most effective teaching and staff support, facilities, and instructional technology possible with available resources. The teaching-learning experiences facilitate the total development of its students so that they may become more productive and employable citizens in a global community.

South Mountain Community College Students

Major Accomplishments in 1998-1999

NCA Accreditation - The college completed the accreditation process with the North Central Association of Colleges and Schools. The NCA Team recommended a 10-year accreditation for South Mountain Community College.

New Ahwatukee Foothills Center - In April of 1999, South Mountain Community College opened new offices at the Horizon Community Learning Center, on 48th Street south of Chandler Boulevard in Ahwatukee Foothills to better serve communities south of South Mountain Park. Day and evening classes begin in the fall of 1999. Other organizations in the new community building are Horizon Charter School, Ahwatukee Foothills YMCA, and Arizona State University Extended Programs.

Service Learning Initiative - A new program advisor was hired to better organize the college's service learning program. Students and employees participated in several community projects, including Habitat for Humanity, and community clean-up and repair projects through "Into the Streets." A very successful holiday program called Heart-to-

Heart supported 12 needy students and their families with holiday gifts and food contributed by college employees.

Charter School Partnership - Arizona Career Academy, located four miles from the campus near 48th Street and Southern, is a charter school, accredited by the North Central Association of Colleges and Schools, specializing in on-line high school courses. The college will offer alternative delivery courses in computer information technology, in partnership with ACA.

Major Resolutions in 1998-1999

New Student Services/Technology Complex - The college broke ground for a new student services and computer classroom complex in March of 1999. Approximately 15,000 square feet will be devoted to student services and another 24,000 square feet for high technology classrooms and labs. The two-story facility will be located in front of, and connecting the current Student Services and Administration buildings.

SMCC Guadalupe Center - The college, in partnership with the Town of Guadalupe, will build a 5,000 square-foot classroom to the west of the current site at Guadalupe Road and Avenida del Yaqui in Guadalupe. The building will be part of a community complex that will include town offices and community service organizations. Groundbreaking for the new center will be held in the Fall of 1999.

Upcoming Issues for 1999-2000

Changing Service Area - The college is getting ready for unprecedented growth planned for over the next two to three years. More than 1,200 new homes, two elementary schools, a second golf course adjacent to the Raven golf course, a time-share vacation resort, and other developments will be built within three miles of the campus.

Enrollment Management Focus - The college has formed a Dynamic Enrollment Management Council to build a systematic, college-wide program that would integrate the strategic planning process.

Information Technology Program - A variety of new occupational programs will be introduced in the 1999-2000 academic year, answering demand from the information technology industry. Certificates and preparatory classes are now available for CISCO networking; Microsoft networking, systems and software; and A+ certification in microcomputer maintenance.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Student Equivalent	1,440
Annual Unduplicated Headcount	5,105
Fall 1998 Headcount (credit)	2,626

By Full-Time or Part-Time	Fall 1998	
Full-Time	742	(28.3%)
Part-Time	1,884	(71.7%)
Total	2,626	(100.0%)

By Gender	Fall 1998	
Female	1,490	(56.7%)
Male	1,030	(39.2%)
Undeclared	106	(4.0%)
Total	2,626	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	37	(1.4%)
Black, non-Hispanic	416	(15.8%)
American Indian or Alaskan Native	93	(3.5%)
Asian or Pacific Islander	43	(1.6%)
Hispanic	1,159	(44.1%)
White, non-Hispanic	691	(26.3%)
Race/Ethnicity Unknown	187	(7.1%)
Total	2,626	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	49	(38.3%)
Part-Time Instructors	79	(61.7%)
Total	128	(100.0%)

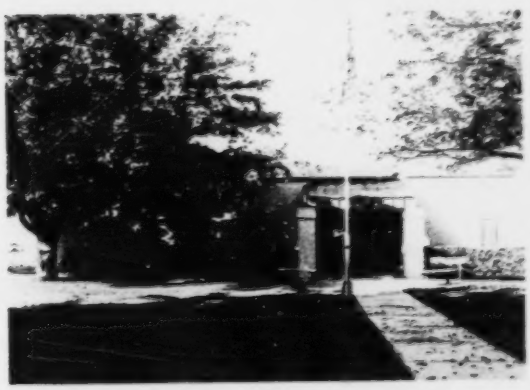
MOHAVE COUNTY COMMUNITY COLLEGE DISTRICT
MOHAVE COMMUNITY COLLEGE
Mr. Michael L. Tacha, President
1971 Jagerson Avenue, Kingman, Arizona 86401
Telephone: 520.757.0801 Fax: 520.757.0836 Website: http://www.mohave.cc.az.us

Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada, and Utah from its campuses in Bullhead City, Colorado City, Kingman and Lake Havasu City. Mohave's mission is "to serve our students and communities by providing an environment for educational excellence, innovation and awareness." The unduplicated headcount for the 1998-99 academic year was 10,993. FTSE for the 1998-99 academic year was 2,297.

Major Accomplishments in 1998-1999

Reorganization - The College has reorganized its structure from geographic area to academic division. These divisions include Applied Studies, Arts and Enrichment Studies, Preparatory Studies, and University Studies.



Mohave Community College

Purposes Statement - This statement lists the purposes of the college as it enters the new millennium.

Strategic Master Plan - The development of the framework of this plan enables the college to focus and leverage its resources for maximum results.

Environmental Scans - The completion of these surveys increased the college's awareness of the needs of each particular community in the service area.

LINCS - The Learning Institute for New Century Skills will further the college's commitment to business and industry by offering customized contract training programs.

Institutional Research - This new college department will be the hub for information used in all management decisions.

Technology Round Table - This consortium is to provide a cooperative endeavor to create a communication network throughout the county. Included in the consortium are the college, high

school districts, elementary school districts, city governments and county government.

Major Issues and Resolutions in 1998-1999

— The restructuring of the college so that it is more responsive to the needs of the demographic complexity of the county

— Clarification of the purposes of the college

— Implementation of the LINCS Center, making contract training available outside the college's regular tuition and fee schedule

Upcoming Issues for 1999-2000

— Issuance of revenue bonds for library facility construction on the Lake Havasu and Mohave Valley campuses, and an art complex facility at the Lake Havasu campus

— Increasing college classes and services in Fredonia and Littlefield with modular facilities

— Upgrading the existing microwave system from analog to digital

— Full implementation of a Professional Development Program for college personnel

— Offering an electronic portfolio system for all employees and students

— Funding a regional fire training center and mobile training classroom

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Equivalent Student	2,297
Annual Unduplicated Headcount	10,993
Fall 1998 Headcount (credit)	5,573

By Full-Time or Part-Time	Fall 1998	
Full-Time	718	(12.9%)
Part-Time	4,855	(87.1%)
Total	5,573	(100.0%)

By Gender	Fall 1998	
Female	3,706	(66.5%)
Male	1,867	(33.5%)
Undeclared	0	(0.0%)
Total	5,573	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	1	(0.0%)
Black, non-Hispanic	31	(0.6%)
American Indian or Alaskan Native	160	(2.9%)
Asian or Pacific Islander	65	(1.2%)
Hispanic	530	(9.5%)
White, non-Hispanic	4,786	(85.9%)
Race/Ethnicity Unknown	0	(0.0%)
Total	5,573	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	56	(16.9%)
Part-Time Instructors	276	(83.1%)
Total	332	(100.0%)

District Sources of Funds FY 1998-1999	
Fund Balance	$2,053,256
District Tax Levy	$7,891,549
State Aid	$4,330,200
Tuition & Fees	$1,488,757
Grants & Contracts	$4,155
Transfers & Other Revenues	$2,448,314
Reserve for Future Acquisitions	$0
Total	$18,216,231

District Expenditures FY 1998-1999	
General Fund Expenditures	$12,496,215
Capital Outlay Plant Fund	$1,160,828
Bond & Debt Redemption	$275,000
Bond & Debt Interest	$325,745
Total	14,257,788

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE
Dr. Gary Passer, President
P.O. Box 610, Holbrook, Arizona 86025-0610
Telephone: 520.524.7610 Fax: 520.524.7611 Website: http://www.northland.cc.az.us

Introduction

Northland Pioneer College is a comprehensive, multi-campus community college with four campuses, six centers and numerous other delivery sites throughout northeastern Arizona. Northland was established in 1974 with primary funding from Navajo County. Northland provides classes in Apache County, which lacks an organized community college district, through an intergovernmental agreement.

Over 60% of NPC's service area population is Native American, with many residing on three major Indian reservations (Navajo, Hopi and White Mountain Apache) making up nearly 40 percent of the District's 21,000 square-mile service area.

Mission

Northland Pioneer College is an institution of higher education whose mission is to improve the quality of life for individuals and communities by providing comprehensive, accessible, affordable, and excellent educational programs and services.

Northland Pioneer College's New Community Education Center in Holbrook is a remodeled U.S. Air Force facility donated to the College by the City of Holbrook.

Major Accomplishments in 1998–1999

— The college dedicated the Community Education Center (CEC) in October in the former Holbrook Air Force Recreation Center, which was gifted, by the City of Holbrook, along with 20 acres of land. The new Extended Learning Training Center and Fitness Center have proved very popular with residents. The 20-acre site will become NPC's Painted Desert Campus, replacing the existing location with its modular buildings and unstable soil conditions.

— Northland finalized the college's Shared Vision and Strategic Plan; updated the Mission Statement and implemented the first phase of its strategic planning process.

— With State Board approval, Northland launched new Associate degree programs — Associate of Business (ABus), and Associate of Science (AS), and an Associate of General Studies Degree with an emphasis in Early Childhood Education.

— The college launched new Business concentrations in Hospitality and Native American Enterprise.

— Northland received a major private donation, which will go toward the construction of an expanded Health Sciences facility in Winslow.

Major Issues and Resolutions in 1998–1999

— Completed installation of new telephone systems linking the four campuses and District Office. Plans are to expand the system to all

service locations once third-party telecommunications links are completed. Work continues on expanding the District's Wide Area Network (WAN) and access to Internet resources.

— Greatly expanded marketing efforts to reverse a declining enrollment trend, and retain more students.

— Increased Work Force Training and Adult Basic Education offerings in many Navajo Nation communities at the request of the Navajo Nation Workforce Development Office.

— Added golf to the intercollegiate athletic program.

Upcoming Issues for 1999–2000

— The Arizona State Legislature had previously committed to match local community college district capital funding expenditures. Those contributions have varied, with the current funding at $1 million per qualifying campus. Capital-match funds have not been paid for the Little Colorado Campus in Winslow and the Silver Creek Campus in Snowflake/Taylor. Increased efforts will focus on the need for these capital-match funds to replace 20+ year-old modular trailers on the two campuses.

— Implement initiatives for student retention and recruitment.

— 25th Anniversary Celebration launched at May graduation. Special events planned throughout the year.

— North Central Association evaluation team site visit, October 18-20

— Develop Agriculture program.

— Ground breaking for new facilities at Polacca, Whiteriver and Show Low

— Complete third-party telecommunications links to Keams Canyon/Polacca Center.

— Implement first phase of a $391,950 Federal Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant to create computer labs, establish interactive video distance learning classrooms and other educational technology to rural communities. Initial project is for Keams Canyon.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Equivalent Student	1,998
Annual Unduplicated Headcount	9,138
Fall 1998 Headcount (credit)	4,091

By Full-Time or Part-Time	Fall 1998	
Full-Time	746	(18.2%)
Part-Time	3,345	(81.8%)
Total	4,091	(100.0%)

By Gender	Fall 1998	
Female	2,601	(63.6%)
Male	1,490	(36.4%)
Undeclared	0	(0.0%)
Total	4,091	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	41	(1.0%)
American Indian or Alaskan Native	1,075	(26.3%)
Asian or Pacific Islander	25	(0.6%)
Hispanic	337	(8.2%)
White, non-Hispanic	2,574	(62.9%)
Race/Ethnicity Unknown	39	(1.0%)
Total	4,091	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	52	(21.3%)
Part-Time Instructors	192	(78.7%)
Total	244	(100.0%)

District Sources of Funds FY 1998-1999	
Fund Balance	$6,327,937
District Tax Levy	$7,482,682
State Aid (incl. Equalization)	$5,669,400
Tuition & Fees	$2,040,544
Grants & Contracts	$625,315
Transfers & Other Revenues	$428,975
Reserve for Future Acquisitions	($4,135,000)
Total	$18,439,853

District Expenditures FY 1998-1999	
General Fund Expenditures	$11,832,715
Capital Outlay Plant Fund	$1,686,242
Bond & Debt Redemption	$960,000
Bond & Debt Interest	$855,575
Total	$15,334,532

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

PIMA COMMUNITY COLLEGE

Dr. Robert D. Jensen, Chancellor
4905 East Broadway, Tucson, Arizona 85709-1005
Telephone: 520.206.4747 Fax: 520.206.4990 Website: http://www.pima.edu

Introduction

Pima Community College (PCC) is the fourth largest multi-campus community college in the United States. This year, the college offered more than 3,100 active courses and 64 programs leading to certificates and/or Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Arts, and Associate of Applied Science degrees. In 1998-99 the college served 72,351 students in credit and noncredit classes. Unduplicated headcount was 58,950 for credit courses and 13,401 for non-credit classes. The college will celebrate its 30th anniversary during 1999-2000.

Major Accomplishments in 1998-1999

The college began implementing its college-wide plan to align, unify and place programs by reassigning eight programs among its campuses. It also completed 16 feasibility studies for new programs and is now in the process of implementing five new programs.

The college completed the evaluation of the new "fast track" Program Review Model for the evaluation of its programs and services. It conducted a review of all of its Basic Skill programs and English-as-a-Second Language, as well as counseling and Advising.

Pima Community College

The college opened and staffed the new Northwest Community Learning Center, in an area identified as under-served in its Educational Master Plan. Approximately 1,000 students enrolled in classes in the northwest area each semester last year.

The college piloted three components (Early Alert, Academic Advising, and Orientation) under the first phase of its Student Success System, resulting in a ten percent increase in retention for students in the pilot.

The Chancellor's Cabinet endorsed a college-wide strategic plan for international education, with several components for inbound and outbound students, ESL offerings, and internationalizing of the curriculum.

Project SOAR (Student Opportunity for Academic Renewal), a mentor-training program for students in middle school and at the Arizona School for the Deaf and Blind, won the Service Learning Collaboration Award from the Campus Compact National Center for Community Colleges, one of several awards that the college garnered in 1998-99.

An express degree program was approved for fall 1999, which will enable students to attend classes one night a week in five-week blocks, and within two years earn either an arts/liberal arts or business associate degree for transfer.

Course scheduling changes, program realignment and the college's presence in the northwest sector of the city resulted in yearlong enrollment growth, with summer student enrollment increasing by 13 percent over summer 1998.

The college opened a new Public Safety and Emergency Services Institute, establishing career ladder opportunities for employees of public safety agencies.

Following on its 1998 study of faculty loading, the college completed a study of curriculum load.

A three-year planning effort with the City of Tucson was celebrated with the opening of the East

Campus/City of Tucson William M. Clements Center--a joint use facility for wellness and education.

An intensive, integrated, three-year Information Technology planning effort resulted in the successful implementation of the Finance, Student Financial Aid, and Student Information modules of the SCT Banner computer applications suite.

Cabling installations brought stronger interconnectivity among the district's major locations.

Major Issues and Resolution in 1998-1999

After several "benchmark" research studies and revision of the Community Campus mission statement, the Community Campus was reorganized to support its revised mission.

Following on a successful community charrette on Workforce Development sponsored by the college, the City and the County in 1997, local public, nonprofit, and business organizations completed a comprehensive draft plan for Workforce Development in Pima County.

Together with faculty organizations, the college ratified new guidelines for the faculty loading of courses to achieve greater consistency and equity in the calculation and assignment of faculty workloads.

The Pima County Adult Education programs formally became part of the college's student information reporting.

Upcoming Isues for 1999-2000

— Undertake a comprehensive self study for the North Central institutional accreditation process.

— Open a Northeast Education Center to meet the general education needs of students in that part of the Tucson metropolitan area.

— Begin construction of the Northwest Campus in Tucson and the Green Valley joint use facility in partnership with Pima County.

— Proceed with major construction and renovation on the five existing campuses, implementing the 1995 Capital Development Plan.

— Complete the implementation of the Banner computer applications software.

— Begin to construct the data warehouse and develop other applications modules.

— Participate in the implementation of the Arizona State System for Information on Student Transfer (ASSIST).

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Equivalent Student	17,404
Annual Unduplicated Headcount	58,950
Fall 1998 Headcount (credit)	26,382

By Full-Time or Part-Time	Fall 1998	
Full-Time	6,244	(23.7%)
Part-Time	20,138	(76.3%)
Total	26,382	(100.0%)

By Gender	Fall 1998	
Female	14,661	(55.6%)
Male	11,721	(44.4%)
Undeclared	0	(0.0%)
Total	26,382	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	660	(2.5%)
Black, non-Hispanic	918	(3.5%)
American Indian or Alaskan Native	866	(3.3%)
Asian or Pacific Islander	739	(2.8%)
Hispanic	7,121	(27.0%)
White, non-Hispanic	15,307	(58.0%)
Race/Ethnicity Unknown	771	(2.9%)
Total	26,382	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	278	(20.2%)
Part-Time Instructors	1,101	(79.8%)
Total	1,379	(100.0%)

District Sources of Funds FY 1998-1999	
Fund Balance	$35,390,091
District Tax Levy	$46,811,137
State Aid	$19,633,200
Tuition & Fees	$21,321,323
Grants & Contracts	$2,504,688
Transfers & Other Revenues	$4,330,550
Reserve for Future Acquisitions	($7,849,391)
Total	$122,141,598

District Expenditures FY 1998-1999	
General Fund Expenditures	$77,534,274
Capital Outlay Plant Fund	$11,329,204
Bond & Debt Redemption	$2,955,000
Bond & Debt Interest	$3,110,335
Total	$94,928,813

PINAL COUNTY COMMUNITY COLLEGE DISTRICT
CENTRAL ARIZONA COLLEGE

Dr. John J. Klein, President
8470 North Overfield Road, Coolidge, Arizona 85228
Telephone: 520.426.4200 Fax: 520.426.4575 Website: http://www.cac.cc.az.us

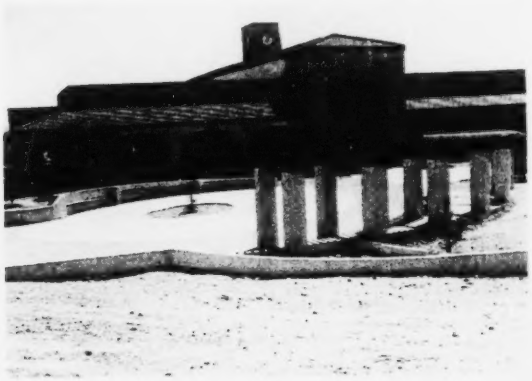
Introduction

The Pinal Community College District reaches county residents through three campuses and two education centers. The Signal Peak Campus serves the communities of Maricopa, Stanfield, Arizona City, Eloy, Casa Grande, Coolidge and Sacaton. The Aravaipa Campus serves the communities of San Manuel, Mammoth, Kearny and Hayden. The Superstition Mountain Campus serves Apache Junction, Queen Creek, and Superior. Students attend classes at the Arizona State Prison Center in Florence and the Casa Grande Education Center.

The college is dedicated to the lifelong learning process, student academic achievement and success in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, continuing education and community services, and economic development.

Major Accomplishments in 1998-1999

Construction totaling $16.8 million provided four new buildings at the Signal Peak Campus. A new electrical and water system was installed. The bulk of the construction of the Student Services Center, Interactive Learning Center, Residence Life Tower and Central Plant/Shipping and Receiving was completed. The Governing Board approved $575,000 expenditure to rebuild the track and field facility.



Central Arizona College

Student Headcount — Approximately 13,073 students enrolled in classes at CAC during 1998-1999, generating 3,155 FTSE. FTSE was up 3.6 percent.

Academics — There were 600 students who qualified for the deans and honors recognition for academic achievement. Six students, two from each campus, qualified for All-Arizona Academic Team. Two placed on the first team, three on the second team, and one student placed on the third team. Approximately 985 graduated from CAC during the '98-'99 year.

Athletics — Sixteen students were selected to the Academic All-American Team. The honor requires students to have a 3.5 grade-point-average or higher.

Twenty-one students were named All-Americans for their athletic ability.

Central Arizona College won seven regional conference championships. Those teams include the men's and women's track teams, softball, baseball, women's basketball, and men's and women's cross-country. Nine teams competed nationally, with two teams ranking first women's track and softball.

Major Issues and Resolutions in 1998-1999

Going On-Line — Central Arizona College experienced a 64 percent increase in hits to its website from fall semester to spring and continues to provide distance learning through its internet courses.

Education — CAC set up an office for Learning Outcomes Assessment. The office will work on standardized testing, faculty tests that focus on general education and surveys.

CAC offered three new associate of applied science degrees in medical assistant, medical transcription and fire science technology. Five certificate programs were added, including medical biller, procedural coder, basic firefighter, fire science technology and diabetes prevention assistant.

Workforce Development — Last year CAC became more integrated into the local community with the purchase of the Casa Grande Education Center and the Small Business Development Center. The Casa Grande Education Center has provided a place to hold English as a Second Language Classes, computer

classes, and GED classes. The Small Business Development Center provided business counseling to 67 clients during the second half of 1998. The total for the whole year was 94 clients, which was a 30 percent increase over the previous year. During the first half of 1999, 112 clients used the SBDC, which were more people than all of 1998. Clients average 2.5 hours of counseling.

Central Arizona College has formed strong strategic alliance partners with 20 companies such as Intel, Caterpillar, Ross Abbot Labs, and Allied Signal. Allied Signal is participating in a new program to train people in manufacturing engineering technology. Allied Signal provides scholarships and internships.

The Arizona School of Business Officials is a new six-course, 12-credit program. The program covers budget, finance, purchasing, food service, risk management, accounting and management.

Central Arizona College devised a customized employee training program for the Casa Grande Regional Medical Center. Approximately 500 people registered for the program.

Upcoming Issues for 1999-2000

Central Arizona College continues to search for external funding. Partnerships with various companies have provided valuable training programs. CAC is also becoming more aggressive in competing for grants.

Central Arizona College, Northern Arizona University and the Pinal County University Foundation are working to address a funding shortfall for the NAU classroom building, which is to be constructed at the Signal Peak Campus. The majority of the funding provided through last year's legislative session was to match the money raised by the Pinal County University Foundation. The total cost of the project as it was originally planned is not covered due to the $400,000 shortfall. The project has been delayed to 2000-2001 while the parties involved decide whether to reduce the scope of the project or continue to raise funds to cover the shortfall.

Pinal County is experiencing population growth. Many new housing developments are planned for the county, as well as more retirement communities for winter visitors. The growth is putting a strain on some service areas such as:

— Teachers: As predicted, there is a shortage of K-12 teachers in the county. School districts are identifying individuals for training as future teachers. CAC is assisting in this solution by working with the universities to increase the number of elementary and secondary teachers.

— Law Enforcement: Law enforcement agencies do not have not enough officers to meet the needs of the county's communities, let alone keep up with the area's expected growth. CAC's regional peace officer academy has been expanded to assist in preparing qualified and certified peace officers.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Equivalent Student	3,155
Annual Unduplicated Headcount	13,073
Fall 1998 Headcount (credit)	3,897

By Full-Time or Part-Time	Fall 1998	
Full-Time	1,112	(28.5%)
Part-Time	2,785	(71.5%)
Total	3,897	(100.0%)

By Gender	Fall 1998	
Female	2,241	(57.5%)
Male	1,653	(42.4%)
Undeclared	3	(0.1%)
Total	3,897	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	129	(3.3%)
American Indian or Alaskan Native	223	(5.7%)
Asian or Pacific Islander	19	(0.5%)
Hispanic	1,103	(28.3%)
White, non-Hispanic	2,316	(59.4%)
Race/Ethnicity Unknown	107	(2.7%)
Total	3,897	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	79	(23.7%)
Part-Time Instructors	255	(76.3%)
Total	334	(100.0%)

District Sources of Funds FY 1998-1999	
Fund Balance	$2,377,155
District Tax Levy	$12,058,087
State Aid (incl. Equalization)	$6,687,200
Tuition & Fees	$3,132,014
Grants & Contracts	$0
Transfers & Other Revenues	$15,045,404
Reserve for Future Acquisitions	$0
Total	$39,299,860

District Expenditures FY 1998-1999	
General Fund Expenditures	$19,457,466
Capital Outlay Plant Fund	$15,546,591
Bond & Debt Redemption	$385,000
Bond & Debt Interest	$1,404,301
Total	$36,793,358

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

YAVAPAI COLLEGE

Dr. Doreen Dailey, President
1100 East Sheldon Street, Prescott, Arizona 86301
Telephone: 520.776.2022 Fax: 520.776.2019 Website: http://www.yavapai.cc.az.us

Introduction

Yavapai College, founded in 1969, is celebrating its 30th year of providing higher education services to the diverse populations of Yavapai County. Campus and centers, combined with an aggressive outreach effort and on-line courses, make it possible for college personnel to now offer classes at 29 locations throughout the 8,000 square mile county.

The community college that opened its doors with 817 students now has an enrollment of more than 9,000 each academic year. More than 50,000 people attended events at the college performance hall in 1998, and 18,000 children participated in artist in residence programs. Yavapai College libraries serve an average of 1,326 patrons daily.

Major Accomplishments in 1998-1999

Master Planning – Personnel completed the college's integrated master plan, which includes upgrades and expansion to facilities district-wide. The proposal includes plans for construction of 11 new buildings and renovation of a number of existing facilities, elimination of deteriorating temporary modular classrooms that have been in place for more than 20 years, replacement of obsolete equipment, upgrading inadequate communication systems, improving overcrowded parking conditions, and providing new learning environments to meet technological demands of the upcoming century.

Graduation 1999 — Northern Arizona Regional Training Academy Based at Yavapai College

Sedona Center – Groundbreaking for the college's 18,000 square foot state-of-the-art interactive multi-media center was held in the spring of 1999. A partnership with the Maricopa Community College District on behalf of the Scottsdale Community College/Maricopa Institute for Arts and Entertainment will draw upon resources of both institutions allowing for the delivery of educational programs in new media design/technology and cultural performing arts at the center. It is expected to be up and running by the year 2000.

ADOT Property – Efforts to acquire the Arizona Department of Transportation property, located at Gurley and Sheldon Streets in Prescott, for college use were successful. Lawmakers approved legislation, during the 1999 session, that will allow transfer of the property to Yavapai College.

Academic Programs – Funding was approved to develop and implement a new agribusiness technology program in Chino Valley, and to construct a 12,000 square foot expansion to the public services facilities at the Prescott Valley Business and Career Center. More space was necessary to accommodate students enrolled in the Northern Arizona Regional Training Academy, and to house fire and emergency medical training program needs. Expansion and improvements to the Verde Valley Campus computer labs and nursing facilities were also approved.

Governance and Accountability – Personnel implemented a comprehensive program and service review process making Yavapai College one of the only institutions nationwide to review all services, as well as academic programs, on a regular basis. This policy promotes continuous improvement resulting in high-quality programs and services available to Yavapai County residents.

Board members adopted community benefit statements, the board's vision of the specific manner in which the college's programs and services will impact our communities and citizens. Each statement includes quantitative measures that will be used as indicators for accountability and effectiveness in the use of college resources.

Major Issues and Resolutions in 1998-1999

Partnerships – Yavapai College finalized agreements in partnerships with Old Dominion University and California State University at Long Beach providing county residents with more opportunities to pursue undergraduate and graduate degrees without leaving the area.

Career Skills Program - Yavapai College's career skills program provides training to help single parents, or displaced homemakers enter the workplace or upgrade their current employability skills. Planned expansion of the program at the Chino Valley Center was completed during the 1998-99 academic year. It is also available at the Prescott Valley Business and Career Center.

Computer Training – The Yavapai College mobile computer lab has helped 467 rural residents of Yavapai County gain computer skills – training which would otherwise not be available. The Widening Our World (WOW) partnership with U.S. West provided 850 people in 14 communities free training on how to use the Internet.

Professional Development Center – The Yavapai College Professional Development Center served area businesses by assisting 40 new businesses open their doors in 1998 resulting in the creation of 225 new jobs.

Leadership Center – The Leadership Center contracted with the State of Arizona to provide leadership training to 50,000 management level-and-above employees. Personnel coordinated a workshop in Mayer with the Yavapai County Sheriff's Office, Yavapai County Solid Waste, the state land department and citizens of Mayer on cleaning hazardous dumpsites in the community. They also facilitated a partnership, between organizations, governmental entities and community members, to clean up the defunct Kitty Litter Mine in Bagdad.

College Foundation – Yavapai County high school juniors and seniors were able to experience college at no charge during the summer of 1998 thanks to a generous donation from the Yavapai College Foundation. The program provided free tuition to 95 students who enrolled in up to six hours of classes. It was continued during the summer of 1999.

Upcoming Issues for 1999-2000

Master Plan Funding – Yavapai College officials will continue to investigate ways to fund the proposed $80 million integrated master plan including, but not limited to, a possible bond election in 1999.

Student Services – A procedure to implement credit for prior learning will be finalized. The early childhood education program, available on the Verde Valley Campus, will begin.

Administrative Systems – PeopleSoft, an integrated software program, will be put into place district wide. A comprehensive communications plan will be implemented. Officials will continue to finalize acquisition of the ADOT property.

Facts-at-a-Glance

Enrollment FY 1998-1999	
Annual Full-Time Equivalent Student	2,800
Annual Unduplicated Headcount	10,073
Fall 1998 Headcount (credit)	6,657

By Full-Time or Part-Time	Fall 1998	
Full-Time	1,217	(18.3%)
Part-Time	5,440	(81.7%)
Total	6,657	(100.0%)

By Gender	Fall 1998	
Female	4,179	(62.8%)
Male	2,451	(36.8%)
Undeclared	27	(0.4%)
Total	6,657	(100.0%)

By Ethnic or Race Group	Fall 1998	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	44	(0.7%)
American Indian or Alaskan Native	196	(2.9%)
Asian or Pacific Islander	51	(0.8%)
Hispanic	284	(4.3%)
White, non-Hispanic	5,507	(82.7%)
Race/Ethnicity Unknown	575	(8.6%)
Total	6,657	(100.0%)

Instructional Staff	Fall 1998	
Full-Time Instructors	88	(18.7%)
Part-Time Instructors	382	(81.3%)
Total	470	(100.0%)

District Sources of Funds FY 1998-1999	
Fund Balance	$3,307,992
District Tax Levy	$16,073,090
State Aid	$5,409,200
Tuition & Fees	$3,163,416
Grants & Contracts	$0
Transfers & Other Revenues	($1,345,986)
Reserve for Future Acquisitions	0
Total	$26,607,712

District Expenditures FY 1998-1999	
General Fund Expenditures	$19,409,041
Capital Outlay Plant Fund	$2,355,467
Bond & Debt Redemption	$820,794
Bond & Debt Interest	$552,849
Total	$23,138,151

YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT
ARIZONA WESTERN COLLEGE

Dr. Don Schoening, President
P.O. Box 929, Yuma, Arizona 85366
Telephone: 520.317.7500 Fax: 520.344.7730 Website: http://www.awc.cc.az.us

Introduction

Arizona Western College (AWC), the first community established under the Arizona Community College Law of 1960, opened its doors to students in the Fall of 1963. It serves a two-county area.

The college's mission is to provide educational, career and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz Counties.

Major Accomplishments in 1998-1999

AWC was awarded an Upward Bound Grant to serve 60 low-income or first-generation college students over the next four years. The program, which includes a residential summer academic camp, will develop and mentor high school students to enroll in postsecondary education. Already in place are the Student Support Services and Talent Search grants, thus AWC now has all parts to the Federal Trio Program to assist students become successful in postsecondary education.

Students gather before class at Joint-Use Academic Complex (photograph by Herko© 1998)

Arizona Western College was awarded a ten-year accreditation from the North Central Association in the Spring of 1999.

Construction of the $3,000,000 Career Center in Yuma was completed. The building will open for the Fall 1999 semester to provide job training, distance education opportunities, and career skills to students.

Sarah Lewis, one of the college's Honors students, was named to the USA Today All-American Second Team. In addition, Lorena Lanford and Sarah Lewis both earned Phi Theta Kappa All-Arizona First Team honors. For the third consecutive year, the Students in Free Enterprise (SIFE) team captured the regional championship and were 3rd Runner-up for the international competition.

Athletic teams experienced a level of success unparalleled in school history. Every sport competed in post-season playoffs highlighted by men's basketball earning a trip to the NJCAA Championship Tournament and football competing in New York's Empire State Bowl.

Major Issues and Resolutions in 1998-1999

The remodeled Student Support Services building was dedicated during the Fall of 1999. The building, in partnership with NAU-Yuma, will provide students the opportunity to receive counseling, testing, registration and financial aid in a client-friendly atmosphere.

The Students Support Center opened as a result of the Title III grant. Students receive academic assistance and computerized tutorial support. In addition, an Instructional Designer assists faculty in delivering instruction via technology.

In a joint partnership with the City of Yuma, a new fire station and training classroom was opened. AWC students receive EMT and fire science instruction at a fully operational fire station.

Upcoming Issues for 1999-2000

— Modify the student achievement and assessment plan as phase one of a three-year thrust to ensure measurement of student learning.

— Implement employee orientation modules based upon the college mission, values and goals that reflect upon team building, cultural awareness and learning success.

— Coordinate the development and implementation of a district-wide facilities master plan involving faculty, staff and the greater campus communities in Yuma and La Paz Counties.

— Develop in-service training for instructional personnel offering technological opportunities and alternative delivery systems, based upon learning focused outcomes.

— Focus on strategies to identify, recruit, employ and retain a more diversified faculty to enhance cultural sensitivity and learning success for our student population.

— Develop and implement a strategic intervention plan to improve levels of retention to increase student progress through Arizona Western College and other universities.

— Implement phases of a longitudinal student tracking system to monitor and assess the success of student learning.

— Continue conversion of the Datatel system so that data is collected, stored and presented as part of an institutional effectiveness decision-making model.

— Develop educational and informational pathways to cable subscribers through the creation of two education television channels by establishing a public, educational, and governmental (PEG) television network.

Facts-at-a-Glance

Enrollment FY 1998-1999		
Annual Full-Time Equivalent Student		3,156
Annual Unduplicated Headcount		13,691
Fall 1998 Headcount (credit)		5,889
By Full-Time or Part-Time	**Fall 1998**	
Full-Time	1,713	(29.1%)
Part-Time	4,176	(70.9%)
Total	5,889	(100.0%)
By Gender	**Fall 1998**	
Female	3,470	(58.9%)
Male	2,415	(41.0%)
Undeclared	4	(0.1%)
Total	5,889	(100.0%)
By Ethnic or Race Group	**Fall 1998**	
Non-Resident Alien	8	(0.1%)
Black, non-Hispanic	177	(3.0%)
American Indian or Alaskan Native	131	(2.2%)
Asian or Pacific Islander	95	(1.6%)
Hispanic	3,001	(51.0%)
White, non-Hispanic	2,368	(40.2%)
Race/Ethnicity Unknown	109	(1.9%)
Total	5,889	(100.0%)
Instructional Staff	**Fall 1998**	
Full-Time Instructors	101	(42.3%)
Part-Time Instructors	138	(57.7%)
Total	239	(100.0%)
District Sources of Funds FY 1998-1999		
Fund Balance		$7,535,700
District Tax Levy		$12,231,400
State Aid (incl. Equalization)		$5,896,900
Tuition & Fees		$1,931,481
Grants & Contracts		$0
Transfers & Other Revenues		$1,466,133
Reserve for Future Acquisitions		$0
Total		$29,061,614
District Expenditures FY 1998-1999		
General Fund Expenditures		$16,499,770
Capital Outlay Plant Fund		$3,880,118
Bond & Debt Redemption		$1,095,000
Bond & Debt Interest		$876,609
Total		$22,351,497

Arizona Community College
Student Enrollment Statistics and Trends
FY 1994-1995 to FY 1998-1999

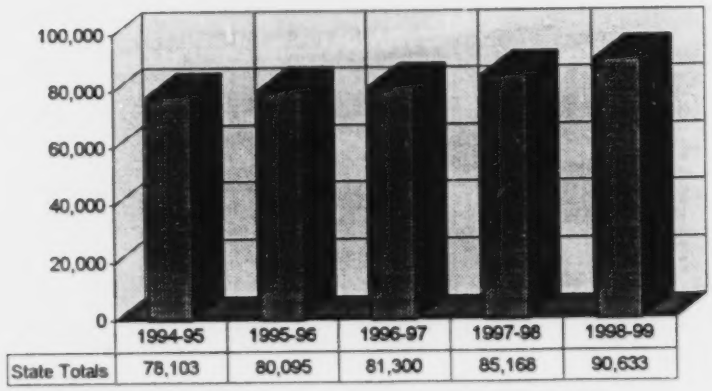
(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

Enrollment Trends
Annual Audited FTSE* and Fall Headcounts
Fiscal Years 1994-1995 to 1998-1999

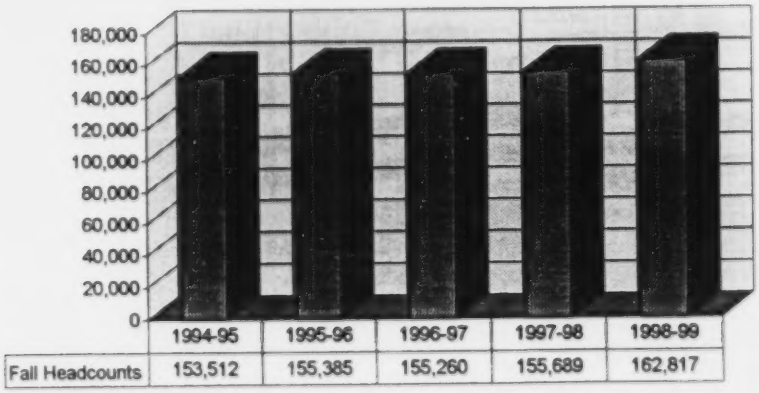
	1994-95	1995-96	1996-97	1997-98	1998-99
Annual Audited FTSE	78,103	80,095	81,300	85,168	90,633
Fall Headcounts	153,512	155,385	155,260	155,689	162,817

*Full-Time Equivalent Student

Five-Year Annual FTSE Trends



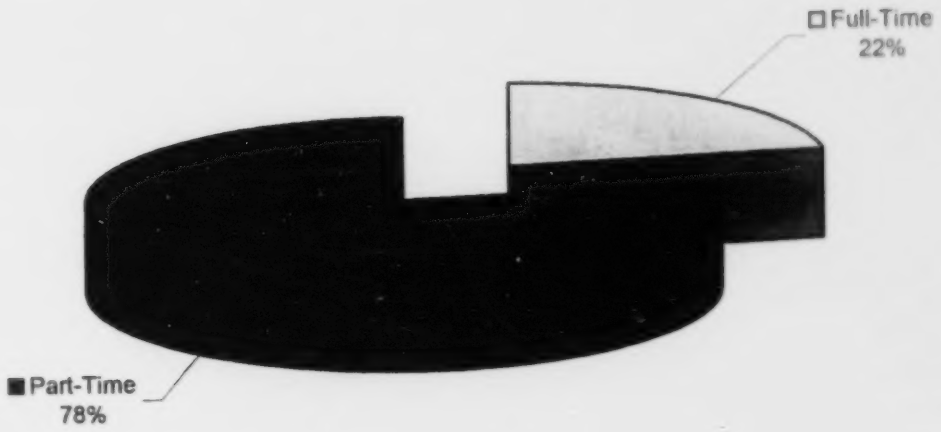
Five-Year Fall Headcounts



Headcount by Full-Time or Part-Time Enrollment
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Full-Time	34,506	34,518	34,894	36,023	36,366
Part-Time	119,006	120,867	120,366	119,666	126,451
State Totals	153,512	155,385	155,260	155,689	162,817

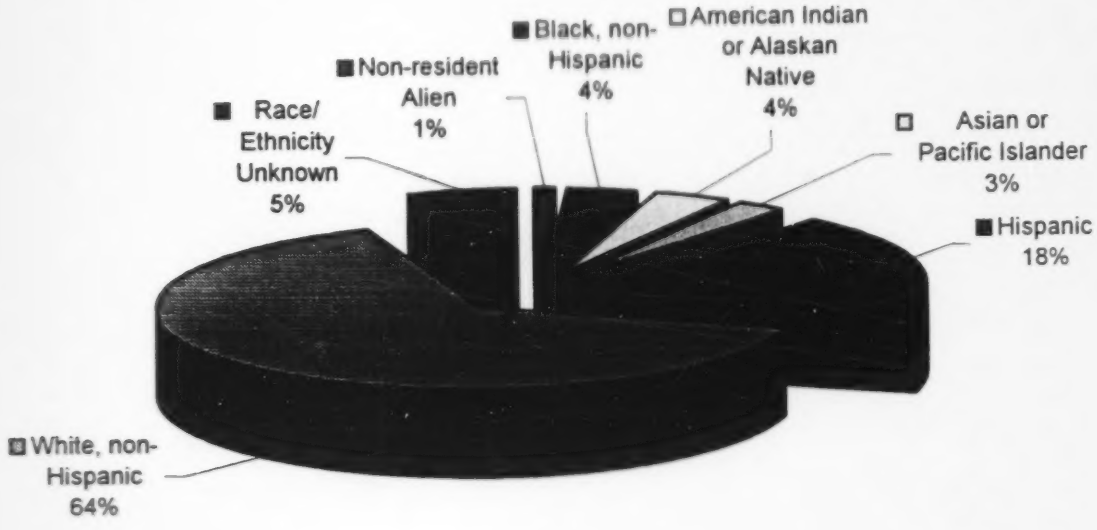
Fall 1998 Headcount
by Full-Time or Part-Time Enrollment



Headcount by Ethnic or Race Group
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Non-resident Alien	N/A	N/A	N/A	1,659	1,876
Black, non-Hispanic	5,219	5,270	5,384	5,386	5,750
American Indian or Alaskan Native	5,692	5,979	6,031	6,072	6,346
Asian or Pacific Islander	4,306	4,620	4,596	4,135	4,325
Hispanic	24,996	25,947	27,204	27,637	29,755
White, non-Hispanic	107,318	107,105	104,895	102,878	105,769
Race/Ethnicity Unknown	5,981	6,464	7,150	7,922	8,996
State Totals	153,512	155,385	155,260	155,689	162,817

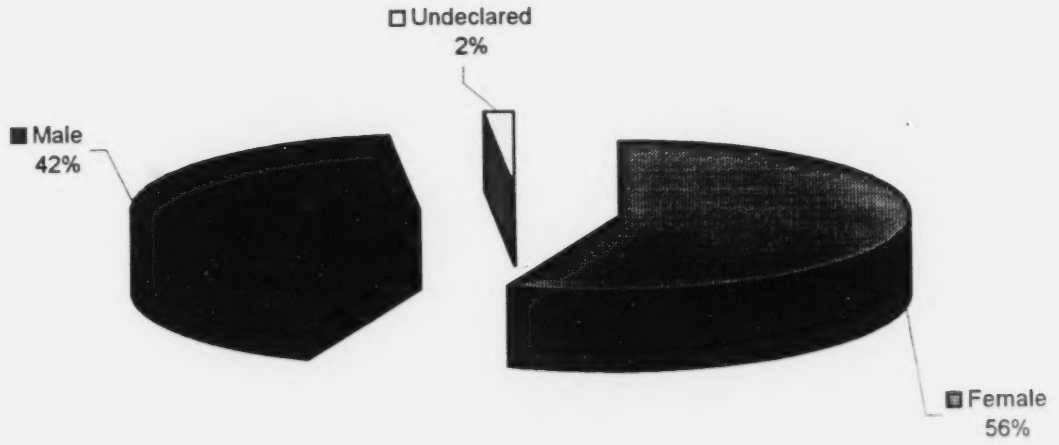
Fall 1998 Headcount by Ethnic or Race Group



Headcount by Gender
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Female	87,651	88,940	88,796	88,747	91,591
Male	63,761	64,508	64,410	64,819	68,646
Undeclared	2,100	1,937	2,054	2,123	2,580
State Totals	153,512	155,385	155,260	155,689	162,817

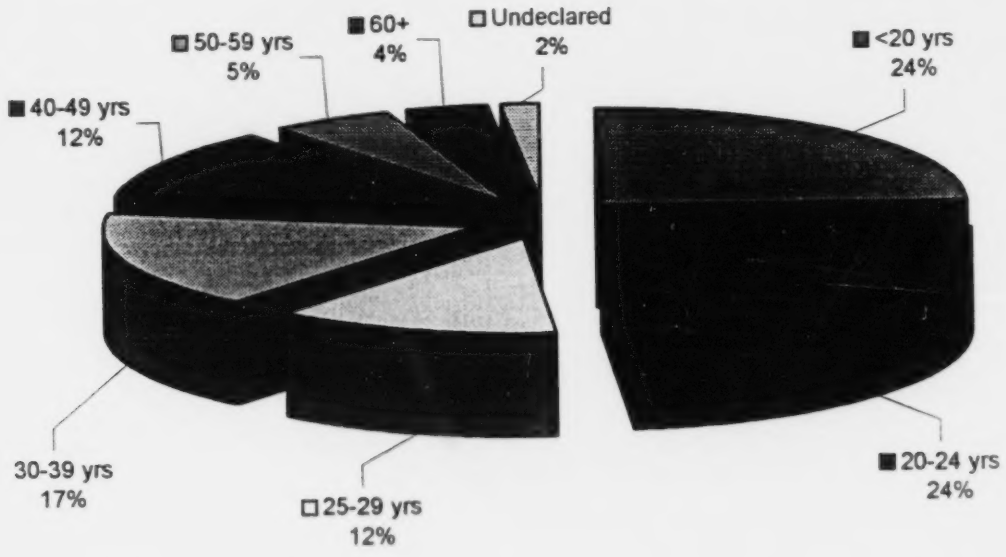
Fall 1998 Headcount by Gender



Headcount by Age Cohort
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
<20 yrs	31,276	32,467	33,351	35,950	40,138
20-24 yrs	37,612	37,691	37,900	37,559	39,205
25-29 yrs	20,115	20,473	20,807	20,340	20,292
30-39 yrs	30,916	30,543	28,573	27,414	26,927
40-49 yrs	19,188	19,334	19,363	18,825	18,944
50-59 yrs	7,442	7,568	7,799	7,954	8,586
60+	4,898	5,365	5,179	5,334	6,059
Undeclared	2,065	1,944	2,288	2,313	2,666
State Totals	153,512	155,385	155,260	155,689	162,817

Fall 1998 Headcount by Age Cohort

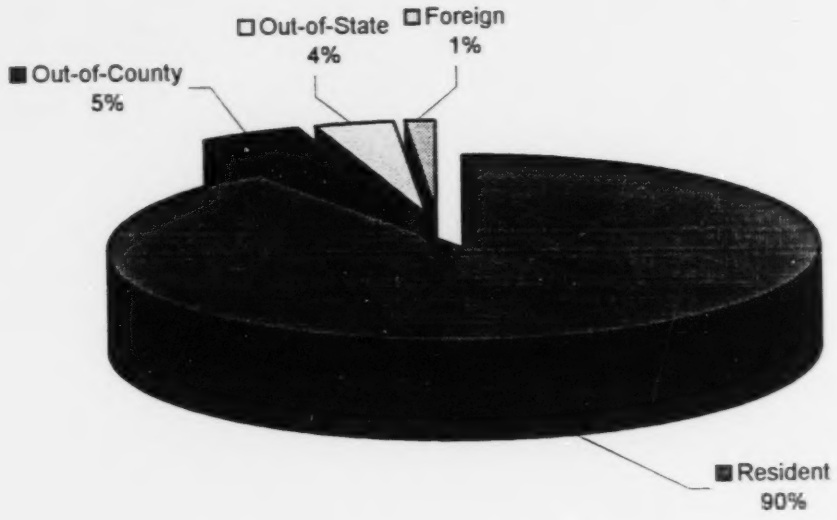


Headcount by Residency Status
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Resident	137,317	140,690	140,409	141,072	147,054
Out-of-County	8,691	7,099	7,398	6,888	7,728
Out-of-State	5,750	6,121	5,707	5,799	5,905
Foreign	1,754	1,462	1,736	1,930	2,130
State Totals	153,512	155,385	155,260*	155,689	162,817

*includes 10 "*undeclared*" students

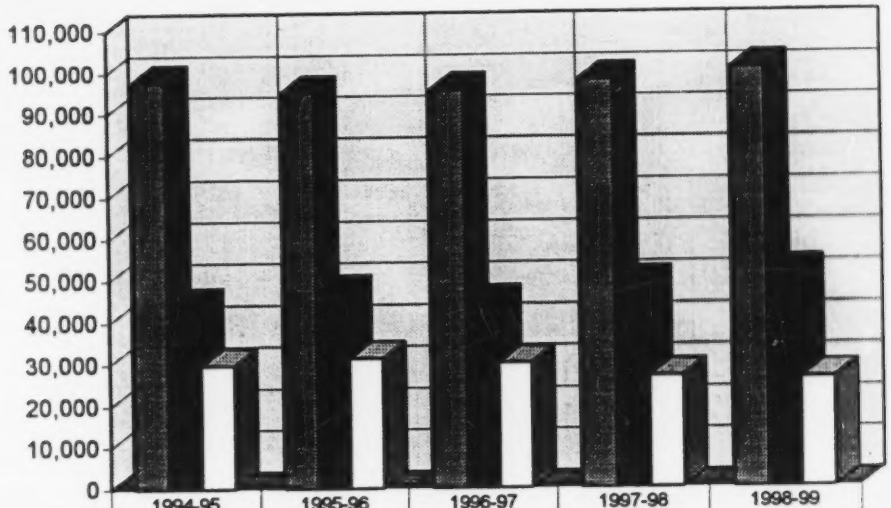
Fall 1998 Headcount by Residency Status



Headcount by College Continuation Status
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Continuing & Returning	97,829	95,126	95,624	97,998	100,704
First-Time Students	44,052	47,180	44,500	48,958	51,303
Higher Education Transfers	29,688	31,212	30,005	26,676	26,191

Fall Headcount
by College Continuation Status

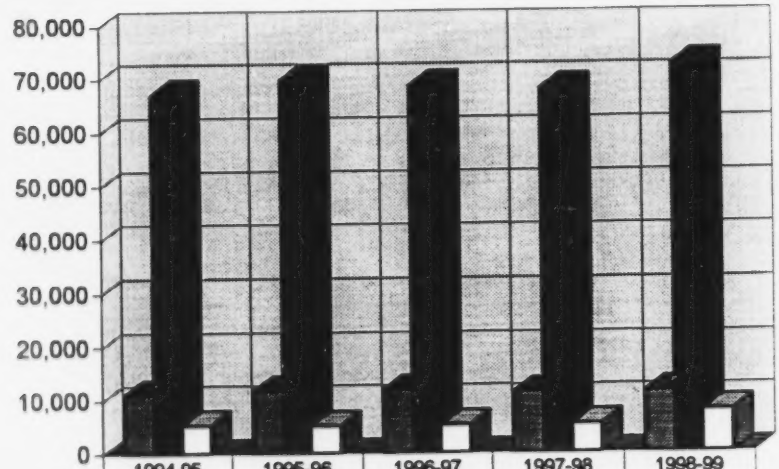


	1994-95	1995-96	1996-97	1997-98	1998-99
■ Continuing & Returning	97,829	95,126	95,624	97,998	100,704
■ First-Time Students	44,052	47,180	44,500	48,958	51,303
□ Higher Education Transfers	29,688	31,212	30,005	26,676	26,191

Headcount by Arizona High School Graduation Status
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Previous Year Arizona High School Graduates	11,107	11,764	11,859	11,339	11,439
Other High School Graduates	67,108	69,768	68,622	67,988	72,485
GED Completers	5,370	5,178	5,267	5,408	7,873

Fall Headcount
by Arizona High School Graduation Status

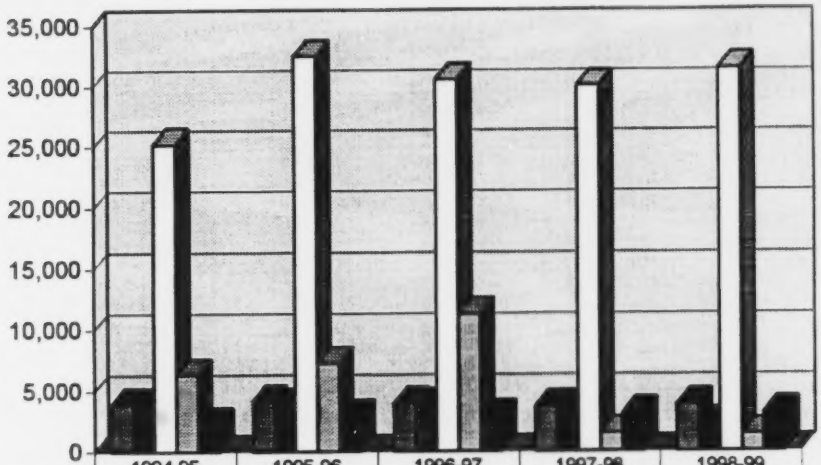


	1994-95	1995-96	1996-97	1997-98	1998-99
Previous year AZ high school grads	11,107	11,764	11,859	11,339	11,439
Other HS grads	67,108	69,768	68,622	67,988	72,485
GED completers	5,370	5,178	5,267	5,408	7,873

Miscellaneous Headcount Information
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Vets (Receiving Benefits)	3,895	4,149	3,982	3,655	3,807
Reporting as Physically Challenged	3,849	3,843	3,827	3,694	2,235
Receiving Federal Financial Aid	25,219	32,512	30,541	29,994	31,435
In JTPA & Other Federal Programs	6,323	7,238	11,299	1,492	1,385
In Prison Courses	2,268	3,160	2,883	3,101	3,152

Miscellaneous Fall Headcount Information



	1994-95	1995-96	1996-97	1997-98	1998-99
■ Vets (Receiving Benefits)	3,895	4,149	3,982	3,655	3,807
■ Reporting as Physically Challenged	3,849	3,843	3,827	3,694	2,235
□ Receiving Federal Financial Aid	25,219	32,512	30,541	29,994	31,435
□ In JTPA & Other Federal Programs	6,323	7,238	11,299	1,492	1,385
■ In Prison Courses	2,268	2,900	2,883	3,101	3,152

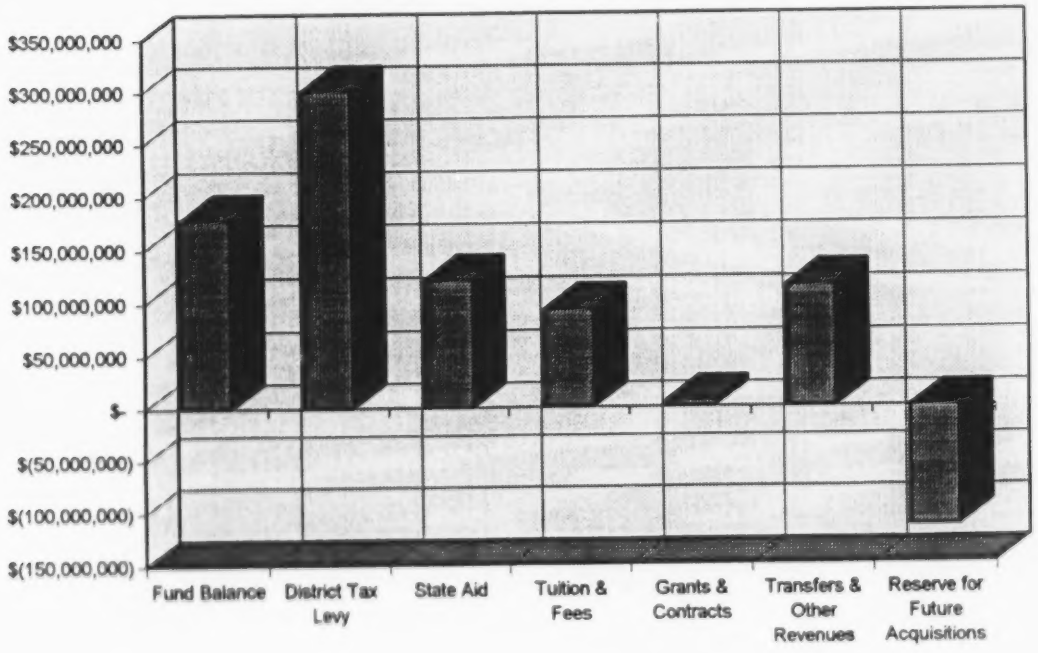
Arizona Community College Financial Information: Data and Trends FY 1994-1995 to FY 1998-1999

(Data provided by the ten community college districts)

Sources of Funds
(General and Plant Funds Combined)
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Fund Balance	53,813,084	125,404,431	171,176,960	145,395,797	178,342,553
District Tax Levy	210,350,331	258,493,932	259,131,100	286,451,852	300,640,257
State Aid	97,516,300	102,720,900	109,509,400	118,263,690	120,495,400
Tuition & Fees	69,642,502	73,095,854	79,493,348	85,933,116	93,516,106
Grants & Contracts	2,702,150	5,364,477	5,266,042	5,101,147	5,932,265
Transfers & Other Revenues	28,942,391	86,755,257	19,503,313	93,503,831	115,067,407
Reserve for Future Acquisitions	(27,070,939)	(119,882,430)	(115,755,869)	(83,913,056)	(114,424,969)
State Totals	$433,193,669	$526,587,944	$523,058,252	$645,635,230	$699,569,019

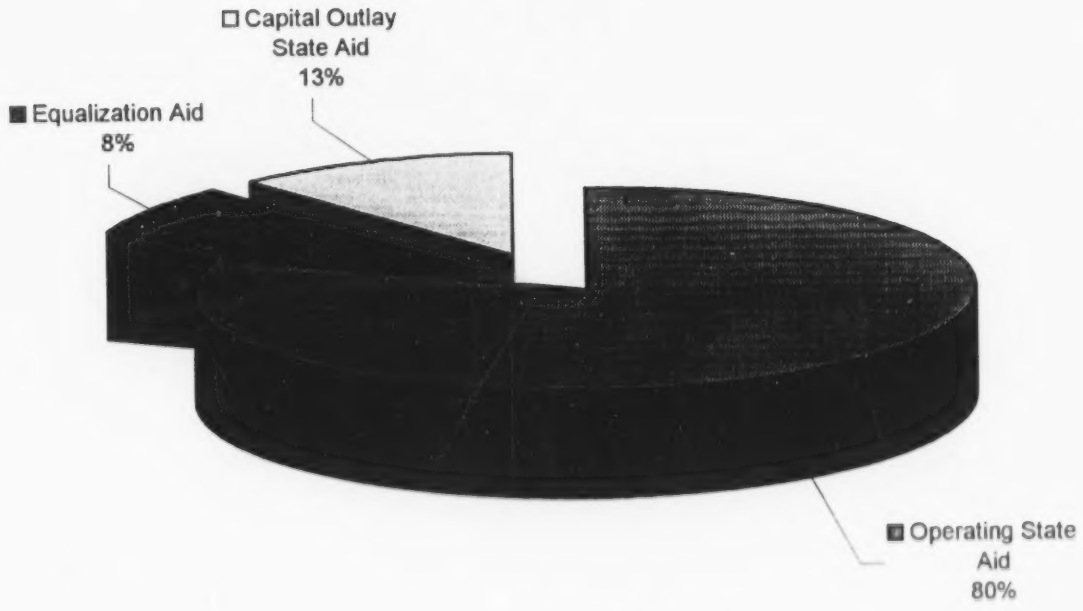
Sources of Funds FY 1998-1999



Analysis of State Aid
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Operating State Aid	77,473,800	79,949,300	87,886,700	93,348,800	97,061,000
Equalization Aid	7,103,700	7,559,900	8,251,400	8,741,500	9,417,900
Capital Outlay State Aid	12,938,800	15,211,700	13,371,300	16,173,390	14,016,500
State Totals	$97,516,300	$102,720,900	$109,509,400	$118,263,690	$120,495,400

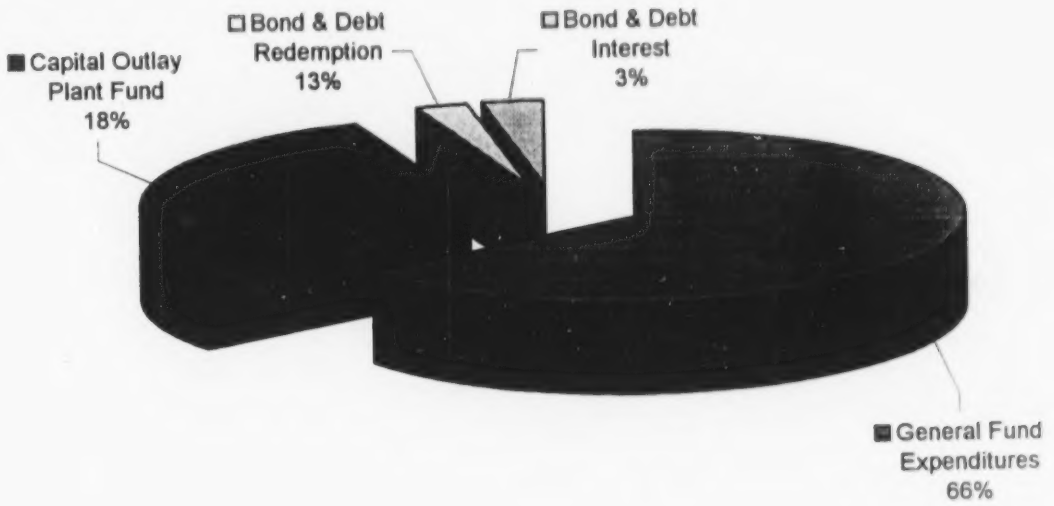
1998 Analysis of State Aid



Disposition of Funds
Fiscal Years 1994-1995 to 1998-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
General Fund Expenditures	344,529,539	368,725,788	389,179,938	411,385,330	448,681,147
Capital Outlay Plant Fund	46,807,663	62,876,320	86,625,820	111,441,270	205,698,428
Bond & Debt Redemption	10,170,879	6,616,499	27,623,109	79,526,279	18,536,554
Bond & Debt Interest	7,995,231	11,640,982	12,216,135	16,846,106	20,929,171
State Totals	$409,503,312	$449,859,589	$515,645,002	$619,198 985	$693,845,300

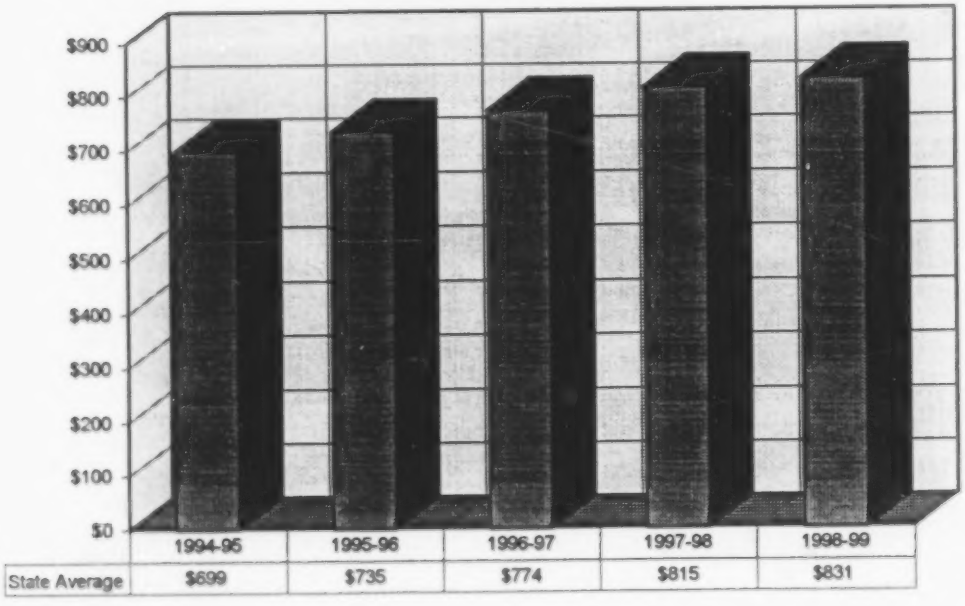
1998 Disposition of Funds



Arizona Tuition Rates
For 30 Hours of Study
(One Year of Full-Time Equivalent Credit)

County	1994-95	1995-96	1996-97	1997-98	1998-99
Cochise	750	780	780	780	780
Coconino	600	810	810	810	810
Graham	628	628	628	652	652
Maricopa	960	1,020	1,020	1,110	1,140
Mohave	580	580	660	720	720
Navajo	600	660	660	720	720
Pima	724	724	774	798	822
Pinal	700	700	756	784	840
Yavapai	666	666	846	936	930
Yuma-LaPaz	780	780	810	840	900
State Average	$699	$735	$774	$815	$831

Arizona Average Tuition
FY 1994-95 to 1998-99



Program of Study Information: Curriculum Matrix, Skill Centers, and Tech Prep

For information
previously displayed in the

Curriculum Matrix for
Arizona Comunity Colleges,

please refer to
"Curricula Matrix for Arizona's Community Colleges Fall '98-Spring '99," *Arizona College and Career Guide 1998-99* (24th Edition), (pp. 37-48). Phoenix: Arizona Commission for Postsecondary Education.

Commission Office:
2020 North Central Avenue, Suite 275
Telephone: 602.229.2591
Fax: 602.229.2599
E-mail: toni@www.acpe.asu.edu
Website: http://www.acpe.asu.edu

Skill Centers

Another dimension of postsecondary education may be experienced at one of Arizona's two Skill Centers, which are located in Maricopa and Pima Counties. These centers are unique operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready."

Training Clusters Offered at One or More of Arizona's Skill Centers

Accounting and Payroll
Auto Body
Business and Office Education
Child Care
Computer Based Programs/Occupations
Computerized Office Procedures
Employment Success
Facilities Maintenance
Federal Correctional/Institutions
Food Preparation/Service
Health Occupations
Highway Construction
Hotel and Airline Reservations
Meat Cutting
Medical Assistant
Medical Transcription/Coding
Material Handling
Printing
Retail Skills
Retail Banking
Safety Trades
Teleservices
Welding Trades
Workplace & Workforce Basic Skills

Skill Centers of Arizona
Enrollment Data

Skill Center	FTSE*	Student Clock Hrs	No. of Students	No. of Programs	Job** Placement	Certificates Awarded
Maricopa	830.59	531,580.00	1,866	14	1,168	1,600
Pima	391.29	250,429.25	1,085	9	646	751
Total	1,221.88	782,009.25	2,951	23	1,814	2,351

* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.
**Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%)
+ These are verifiable placements by the Skill Centers.

Tech Prep in Arizona

What Is Tech Prep?

Tech Prep is a major ***EDUCATIONAL INITIATIVE*** that involves restructuring traditional curricula and introducing new teaching approaches at the secondary and postseconday levels. Viewed as one of the most innovative and effective educational reform efforts in recent American history, Tech Prep connects learning to career pathways and provides students with the knowledge, skills and behaviors they need to compete successfully in the technologically advanced work place of tomorrow

Tech Prep utilizes a ***COORDINATED SEQUENCE*** of instruction, jointly designed by secondary and postsecondary instructors to link high school with the community college level. This ***ARTICULATION*** effort is one of the most important aspects of Tech Prep, since a student is able to move easily, without course duplication, to the postsecondary level. Students are also able to ***BRIDGE*** between the two levels and take classes at a local community college while attending high school.

In Arizona, the Tech Prep effort has completed its ***SEVENTH SUCCESSFUL YEAR.***

Mission and Vision for Tech Prep

All students are prepared to enter the workforce with the knowledge, skills and behaviors necessary to support themselves in a healthy and productive society.

To focus and empower our Vision by supporting the establishment and maintenance of the Tech Prep Initiative, thereby enabling students to successfully enter the workforce.

A Tech Prep Student

A Tech Prep Student is any student enrolled in one or more occupationally-based secondary and/or postsecondary programs in an identified Career Pathway. Tech Prep Programs are available to all students.

What Are Characteristics of Tech Prep?

— New and Creative Partnerships are designed and maintained between education and business; secondary and postsecondary institutions and academic and technical faculty.

— Increased Attainment of Technical Skill Proficiencies, with Accountability, is expected. Because more high school students have reason to complete a rigorous and relevant education, sophisticated higher-level competencies can be provided at the postsecondary level, with curriculum modifications at BOTH levels.

— Guidance Counselors play a vital role in the success of Tech Prep because they educate students about career options that meet their interests and needs.

— Integration provides sound academic competencies, which emphasizes science, math and communication, while obtaining a quality technical education.

— Work Based Learning includes experiences such as shadowing, mentoring, cooperative learning, internships, summer programs and apprenticeships as an integral part of Tech Prep through partnerships with business and industry.

— Learning Styles provide opportunities that take the student from (1) concrete to abstract, (2) general to specific, (3) practice to theory, and (4) familiar to unfamiliar. A careful balance of head and hand skills incorporates all of these concepts and makes learning understandable and achievable.

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